

Break

Who pressures the pressure groups?

Yet again, Shirley Williams has turned her clear, critical mind onto received liberal ideas and turned them on their heads. One is the belief that Government by consultation is necessarily a positive good; the other, related, notion she questions is that pressure groups actually help to bring about more open government. On the contrary, she suggests, it is the pressure groups (who may also shout loudly for an open Government and Civil Service) who work in secret who can often turn consultation to their own ends without laying themselves open to criticism.

"Pressure groups and interest groups... are of course far less liable to come under the scrutiny of either Parliament or the press than the civil service is, or Ministers are." Mrs Williams says in a paper published the other day by the Royal Institute of Public Administration. "This in my mind is the great gap in the structure of British government, strongly believe that the pressure groups and interest groups ought to be more effectively investigated and explored by the press."

Investigative journalists should turn their attention to them because of the practice which she suspects "is now becoming counter-productive" in which civil servants and Ministers meet with various pressure and interest groups, such as professional associations or trade unions, who will then do everything in their power to amend or alter policy, usually in the interests of their own group.

"If the department then amends or alters its policy in order to meet the demands... the interest or pressure group never takes any responsibility for what it has done. It is the Minister and the department that then bear the responsibility."

Mrs Williams took as an example the Plowden Report of 1967, which of course passed through the DES rather before her arrival as Secretary of State. One of its proposals, which would have made nursery education for all a real possibility, was the employment of nursery assistants trained for six months on NNEB courses to work under the supervision of qualified teachers. Qualified teachers would be in charge of a group of classes, to be staffed by nursery assistants.

"There is no doubt that this proposal was popular with parents, was popular with the Government, and would have been adopted had there been an open relationship going on between the DES and the teachers' union. But the proposal was held up by these decisions waiting for somebody to break the logjam, and in constitutional theory only a Sec-

alternative (a fully qualified primary teacher in charge of each nursery class) was too expensive. "But the Government never gave the reasons why it did not go ahead or put the difference before the forum of public opinion."

Perhaps, Mrs Williams suggested, there exists an "unconscious, sweet, heart relationship between the pressure groups and departments that sometimes not only makes it difficult for ministers to take action but actually constrains the civil servants themselves." Their colleagues are all too likely to ask them not to rock the boat, when they know that some group or other is likely to cause trouble.

Shirley Williams "originally delivered her paper, 'The Decision Makers', at one of a series of meetings organized by the Royal Institute of Public Administration at which six senior members of the last Labour Government discussed their own experiences in office and what goes on inside Whitehall. Among the others were Tony Benn, Manifestoes and Ministers, on the one hand, and William Rodgers



Shirley Williams: "uncanny sweet hearts".

"Adapting to Change" on the other. All the lectures have now been published by RIPA under the title *Policy and Practice: The Experience of Government*.

'Puss' in combat

One other rather engaging anecdote related by Shirley Williams revolves around the fact that once you are a Minister you come to have a name, and that the Parliamentary Secretary—the lowest form of ministerial life—tends to be known as "puss". It is a complete fiction, she insists, that Parliamentary and Permanent Secretaries are on an equal level of power.

"I once went away on holiday and came back to find my Parliamentary Secretary, who was a rather strappy Parliamentary Secretary, and my Permanent Secretary, who did not think much of X's experience, locked in total combat on four or five issues. Both of them had held up these decisions waiting for somebody to break the logjam, and in constitutional theory only a Sec-

'The street that I'd like'—TES competition

The TES and the Professional Institutions' Council for Conservation are sponsoring a competition for schoolchildren, in connection with the European Campaign for Urban Renaissance launched in London in September by the Council of Europe.

There will be three cash prizes and ten runner up prizes in each of three age groups for the best contributions (written or visual or both) on the following topics:

Group 1—eight to 11: "The street that I'd like." Prizes: £30, £20, £10 and ten £5 book tokens.

Group 2—12-15: "The town that I'd like." Prizes: £35, £25, £15 and ten £5 book tokens.

Group 3—16-18: "The future of our towns and cities." Prizes: £40, £30, £20 and ten £5 book tokens.

All three first prizewinners will in addition win £35 for their school. Written entries should not be longer than 1,500 words, they can include drawings, plans, designs and photographs, and may be submitted by pairs or small groups as well as by individual children. Further details were given in our issue of September 26.

All entries should carry the name(s), age(s), school and address of the competitor. Entries will be judged by a panel nominated by PICC and the TES. Entries will not be returned and correspondence will be entered into by PICC. Closing date: January 31, 1981.

Entries should be sent to: PICC/TES competition, c/o P.O. Box 12, Great George Street, London SW1P 3AD. No entry fee is required. If further information is required write to that address or telephone 01-222 7000, ex. 2.

And in each of the countries concerned the Government is ready to help with recruitment and to oversee standards.

The message that the British schools have to get across is that they are recruiting largely from the British state sector, and from those parents who hate the idea of sending their children to board and want to keep within a British system. At the same time, the British population in Europe is going up by leaps and bounds, and technicians in multinational do not share the old empire attitude to education. Between 40 and 60 per cent of the pupils in the established British schools in Europe come from the state system, and most of them will go back to it. And there would be more pupils if there could be a guarantee of good tuition, particularly from O level upwards.

All change

The new director of the European Commission's department in charge of education and culture is Dr. Jones, who first joined the EEC policy in 1973, when he became a member of the European Community.

Before moving to Brussels, Jones had been 11 years at the University of Sussex as registrar and deputy director of the centre for educational technology. Educated at Pontardawe grammar school and the university of Aberystwyth, Hywel Jones, 44, without saying, is a Rugby player. He takes over at the EEC from Alan Bath, former secretary of a committee of vice chancellors, who retired in September.

Mr Jones' promotion coincides with another change in the education policy. German has replaced English as the official language of the department in the October reorganisation, has left Brussels and taken over the education portfolio in last two months of the year.

Mr Jones, who had a happy time at Irish education after before going to Brussels in 1977, has a special interest in easing the difficulties between school and work and in presenting the commission's efforts in the project directors and staff Brussels next month.

The spending cuts announced by the Chancellor of the Exchequer on Monday will spell the loss of thousands of jobs in education, the end of school meals in many areas.

A further £165m is to be slashed from local government spending for 1981-82. In England alone—half of which goes to education. This is equivalent to a 1 per cent cut over and above the 2 per cent cut announced in the last Public Expenditure White Paper.

There will also be a £52m reduction (2 per cent) in spending on school buildings, the universities, student grants and research councils. The £22 directly controlled by the Department of Education and Science. This could include a cut of about £20m on the universities.

The outlook was described as "very bleak indeed" by Mr Alistair Lawson, chairman of the Council of Local Education Authorities. "For authority thinking of cancelling school meals service, this might well be the last straw to convince them to do it," he said. And a spokesman for the Association of County Councils warned that local authorities would be cutting "well into the area of jobs next year."

In calculating where the cuts should fall, the Government has already assumed a reduction of £67m in education (a cut of 0.8 per cent) and other services bearing about 12 per cent. However, the actual cuts may be much worse because of the central government's decision to cut local government grants.

The proportion of local government funded by central government through the Rate Support Grant is to fall from 61 per cent to 57 per cent between 1980 and 1981. This means that local authorities will have to get a higher proportion of their money from the rates, or make further cuts, or increase their own cash limits for local government, the amount by which local government "tops up" its own income.

For pay rises of 6 per cent only, the proportion of County Councils that will be able to pay more than the allowance will be reduced to 10 per cent. This might be adequate, but keeping the 6 per cent on "pay" would mean a 10 per cent cut in other services.

Lip service

Would-be orators looking for advice can now find it from one of the best examples in the business. A new Labour Party pamphlet, *How to Speak in Public*, has been written by the golden voice of the valleys himself, Neil Kinnock, in collaboration with his former colleague Peter Coyte, a WEA lecturer and ex-taxi driver.

It is full of commonsense about coping with platform nerves/microphone/dropped alibies/an emptying hall, and provides at least one candidate for the most unnecessary statistic of the Labour movement is a talking movement.

This may of course be in comparison with the typical Tory stiff upper lip, but it does go on to make the rather more surprising assertion that "the day of the historical orator is for the most part gone".

It is true of course that hopeless have only to listen to a typical self-binding speech from the author of that phrase himself to realize that what you can learn from books is limited indeed.

They should also be wary about a bit of praise for journalists in the pamphlet, unusual from the Labour Party and therefore to be cherished in spite of its assumptions. Don't worry about the details of grammar, advises Kinnock, and don't let your speakers are usually well served by reporters who put the grammar right.

Next week

The Art of Course English: Jones reviews books for secondary schools, and how to use them.

The abuses of psychology: A view with Professor Liam Cleary on the work of Mike Leary and Edward Blighen on the work of the psychology of the mind.

Politics: A view with the author of the book *Politics and the Media* on the work of the media.

Down

24. A young cat's name is... 25. A young cat's name is... 26. A young cat's name is...

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St Paul's Primary School Early Music Group from Hastings in the Schools Proms at the Royal Albert Hall. Their costumes, modelled on the style of 1530, were made at school. Review page 21, highlights page 60.

Howe move threatens more jobs

The spending cuts announced by the Chancellor of the Exchequer on Monday will spell the loss of thousands of jobs in education, the end of school meals in many areas.

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Continued on page 3

Classroom hours survey hardens employers' stand

Teachers in some parts of England and Wales put in up to five hours a week more time in front of a class than colleagues elsewhere. A confidential survey of working practices is being used in the latest proposals for a new contract on hours and conditions of service. David Lister reports.

Bickering unions split on contracts

A confidential national survey on the hours that teachers actually spend in the classroom has been sent to all chief education officers. It shows wide differences in the amount of time teachers spend with pupils.

The results of the survey, which have hardened the employers' determination to negotiate quickly a contract on hours and conditions of service comes as the teachers' unions are deeply split about the nature of such a contract.

The National Union of Teachers is at odds with the head teachers' unions over lunchtime supervision, and has been accused by the National Association of Schoolmasters/Union of Women Teachers of trying to negotiate a contract which would worsen the average teacher's position.

The survey has convinced the employers that they could not draw up a contract based on existing school hours, as practice differs so drastically in different parts of the country.

According to details submitted by 77 local authorities, a day's teaching time in the average secondary school ranges from four hours 40 minutes to five hours 45 minutes and in primaries from five hours to five hours and 45 minutes. The management has concluded that parents are getting up to five hours a week more for their money in some schools.

One in five primary schools had school days that went on until four pm, and in nearly all primary schools teachers taught for the whole time the school was open. For this reason the management has declined to offer free periods for primary teachers within school time as they feel they could not afford the cost of supply teachers this would necessitate.

Only 19 out of 77 authorities are actually giving free time—from half an hour up to one and a half hours—to primary teachers while the school is open.

One of the most significant parts of the survey, which is still being kept secret from teachers, details the information given by chief education officers on how much time staff spend in the classroom. It reveals that there are very few teachers who put in more than 24 hours a week in some schools. The figures break down the number of hours spent teaching by teachers on different scales. The average time spent in the classrooms for scales one to three per week is 22 hours, for scale four 20.5 hours, for senior teachers 18.1 hours and for deputy heads 12.7 hours. The survey also shows that it is general for authorities to expect teachers to be at school 10 minutes

Continued on page 3

Continued on page 3

Continued on page 3

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Continued on page 3

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Continued on page 3

Long-term plan for training

The Government is considering a plan to modernize the training system throughout industry. Mr Prior, the Employment Secretary, is understood to favour the early publication of a discussion document.

A paper setting out a 10-year programme of change has been drafted for jobs issues by the Government and the Manpower Services Commission. It would commit the Government to work for the ending of restrictions on apprenticeship and to extend training and further education to all young workers. It also proposes opening of training schemes to bring in all adults. A major role for the education service is envisaged.

Full details, page 10

Full details, page 10

This week

Keeping ahead of lice 9

American parents go back to basics 12

East German report 16

The Art of Course English 17

Young and pregnant 18

Interview with Liam Hudson 18

Television drama reviewed 20, 21

Arthur Koestler reviewed 22

Anne Corbett on the nuclear debate 23

Biology practical work 26

Extra

Music 27-35

Comment 2

Platform 4

Personal Column 7

School to Work 10

People 10

Overseas News 12, 13

Letters 14, 15

Review 20

Arts 21, 22, 35

Books 23-25

Resources 26

Talkback 36

Schools Proms, Diary, Chess, Crossword 60

Classified 36

Maths teaser

Multiples of 11

(a) Which a number with two digits x and y (ie, 10x+y) is multiplied by 11 (ie 10+1), the product (10x+y)(10+1) is 100x+10(x+y)+y which shows that a three digit number that is a multiple of 11 has a tens digit that is the sum of the units and hundreds digits, provided x+y is less than 10. In the case where x+y is greater than 10, the product can be written 100(x+y-10)+10(x+y-10)+y, in which case (hundreds digit)+(units digit) is 11 more than the tens digit, ie (x+y-10)+y = 11+(x+y-10)+y

Use this test to discover which of these numbers are multiples of 11: 374, 904, 301, 616, 752, 459.

(b) Another simple process for finding multiples of 11 (the "continued subtraction" test). Subtract the first digit from the second digit, then subtract the remainder from the third digit, then subtract the remainder from the next digit, and continue the process. If the final remainder is zero (or 11, 22, etc) the original number is a multiple of 11. For example, to test 385 we say:

3 from 8 leaves 5, and 5 from 5 leaves 0. To test 1892, we say 1 from 8 leaves 7, 7 from 9 leaves 2, 2 from 2 leaves 0. To test 418 we say 4 from 1 leaves -3, and -3 from 8 leaves 11, remembering that to subtract a negative number, you must add it. -(-3)=+3. Use continued subtraction on these numbers: 3397, 1234567, 319, 1312, 20702.

(c) A number with three digits is a multiple of 11: is the number formed by reversing the order of the digits also a multiple of 11? (You can test some of the numbers given in (a) and (b)). Investigate numbers with more than three digits that are multiples of 11. Is the number with the digits in reversed order always a multiple of 11?

(d) 154 is a multiple of 11, and the sum of its digits is 10. Find all the other numbers with three digits whose sum is 10 that are multiples of 11.

(e) 1234 is a multiple of 11 and the digit sum is 10. Rearrange 1, 2, 3 and 4 to make a multiple of 11 in as many ways as possible.

(f) Find all multiples of 11 with three digits whose sum is (i) 11, (ii) 12, (iii) 13, (iv) 14. What is the largest digit sum for a multiple of 11 with three digits?

(g) Which of these numbers are multiples of 11? 10²-1, 10³+1, 10⁴-1, 10⁵+1, 10⁶-1, 10⁷+1, 10⁸-1, 10⁹+1, 10¹⁰-1, 10¹¹+1, 10¹²-1, 10¹³+1, 10¹⁴-1, 10¹⁵+1, 10¹⁶-1, 10¹⁷+1, 10¹⁸-1, 10¹⁹+1, 10²⁰-1, 10²¹+1, 10²²-1, 10²³+1, 10²⁴-1, 10²⁵+1, 10²⁶-1, 10²⁷+1, 10²⁸-1, 10²⁹+1, 10³⁰-1, 10³¹+1, 10³²-1, 10³³+1, 10³⁴-1, 10³⁵+1, 10³⁶-1, 10³⁷+1, 10³⁸-1, 10³⁹+1, 10⁴⁰-1, 10⁴¹+1, 10⁴²-1, 10⁴³+1, 10⁴⁴-1, 10⁴⁵+1, 10⁴⁶-1, 10⁴⁷+1, 10⁴⁸-1, 10⁴⁹+1, 10⁵⁰-1, 10⁵¹+1, 10⁵²-1, 10⁵³+1, 10⁵⁴-1, 10⁵⁵+1, 10⁵⁶-1, 10⁵⁷+1, 10⁵⁸-1, 10⁵⁹+1, 10⁶⁰-1, 10⁶¹+1, 10⁶²-1, 10⁶³+1, 10⁶⁴-1, 10⁶⁵+1, 10⁶⁶-1, 10⁶⁷+1, 10⁶⁸-1, 10⁶⁹+1, 10⁷⁰-1, 10⁷¹+1, 10⁷²-1, 10⁷³+1, 10⁷⁴-1, 10⁷⁵+1, 10⁷⁶-1, 10⁷⁷+1, 10⁷⁸-1, 10⁷⁹+1, 10⁸⁰-1, 10⁸¹+1, 10⁸²-1, 10⁸³+1, 10⁸⁴-1, 10⁸⁵+1, 10⁸⁶-1, 10⁸⁷+1, 10⁸⁸-1, 10⁸⁹+1, 10⁹⁰-1, 10⁹¹+1, 10⁹²-1, 10⁹³+1, 10⁹⁴-1, 10⁹⁵+1, 10⁹⁶-1, 10⁹⁷+1, 10⁹⁸-1, 10⁹⁹+1, 10¹⁰⁰-1, 10¹⁰¹+1, 10¹⁰²-1, 10¹⁰³+1, 10¹⁰⁴-1, 10¹⁰⁵+1, 10¹⁰⁶-1, 10¹⁰⁷+1, 10¹⁰⁸-1, 10¹⁰⁹+1, 10¹¹⁰-1, 10¹¹¹+1, 10¹¹²-1, 10¹¹³+1, 10¹¹⁴-1, 10¹¹⁵+1, 10¹¹⁶-1, 10¹¹⁷+1, 10¹¹⁸-1, 10¹¹⁹+1, 10¹²⁰-1, 10¹²¹+1, 10¹²²-1, 10¹²³+1, 10¹²⁴-1, 10¹²⁵+1, 10¹²⁶-1, 10¹²⁷+1, 10¹²⁸-1, 10¹²⁹+1, 10¹³⁰-1, 10¹³¹+1, 10¹³²-1, 10¹³³+1, 10¹³⁴-1, 10¹³⁵+1, 10¹³⁶-1, 10¹³⁷+1, 10¹³⁸-1, 10¹³⁹+1, 10¹⁴⁰-1, 10¹⁴¹+1, 10¹⁴²-1, 10¹⁴³+1, 10¹⁴⁴-1, 10¹⁴⁵+1, 10¹⁴⁶-1, 10¹⁴⁷+1, 10¹⁴⁸-1, 10¹⁴⁹+1, 10¹⁵⁰-1, 10¹⁵¹+1, 10¹⁵²-1, 10¹⁵³+1, 10¹⁵⁴-1, 10¹⁵⁵+1, 10¹⁵⁶-1, 10¹⁵⁷+1, 10¹⁵⁸-1, 10¹⁵⁹+1, 10¹⁶⁰-1, 10¹⁶¹+1, 10¹⁶²-1, 10¹⁶³+1, 10¹⁶⁴-1, 10¹⁶⁵+1, 10¹⁶⁶-1, 10¹⁶⁷+1, 10¹⁶⁸-1, 10¹⁶⁹+1, 10¹⁷⁰-1, 10¹⁷¹+1, 10¹⁷²-1, 10¹⁷³+1, 10¹⁷⁴-1, 10¹⁷⁵+1, 10¹⁷⁶-1, 10¹⁷⁷+1, 10¹⁷⁸-1, 10¹⁷⁹+1, 10¹⁸⁰-1, 10¹⁸¹+1, 10¹⁸²-1, 10¹⁸³+1, 10¹⁸⁴-1, 10¹⁸⁵+1, 10¹⁸⁶-1, 10¹⁸⁷+1, 10¹⁸⁸-1, 10¹⁸⁹+1, 10¹⁹⁰-1, 10¹⁹¹+1, 10¹⁹²-1, 10¹⁹³+1, 10¹⁹⁴-1, 10¹⁹⁵+1, 10¹⁹⁶-1, 10¹⁹⁷+1, 10¹⁹⁸-1, 10¹⁹⁹+1, 10²⁰⁰-1, 10²⁰¹+1, 10²⁰²-1, 10²⁰³+1, 10²⁰⁴-1, 10²⁰⁵+1, 10²⁰⁶-1, 10²⁰⁷+1, 10²⁰⁸-1, 10²⁰⁹+1, 10²¹⁰-1, 10²¹¹+1, 10²¹²-1, 10²¹³+1, 10²¹⁴-1, 10²¹⁵+1, 10²¹⁶-1, 10²¹⁷+1, 10²¹⁸-1, 10²¹⁹+

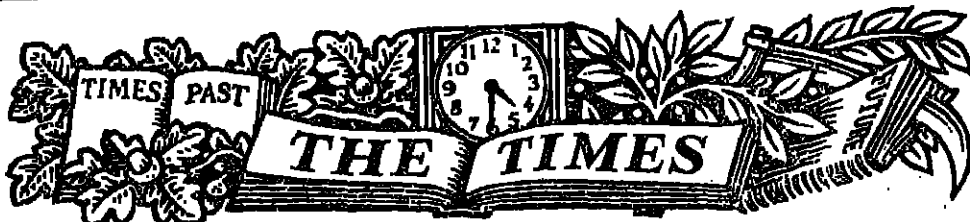
Consensus is hard to come by these days: it deserves to be welcomed when and where it raises its head.

There are now the essentials of a bipartisan view about what needs to be done about industrial training; in particular, about the changes which are needed to bring about a better transition from school to work. A report on page 10 gives a summary of a draft discussion document which emanates from the Manpower Services Commission. It covers some of the same ground as Labour's *A Better Start in Working Life*. It is not incompatible with it, but goes beyond it.

Its publication depends on Government endorsement which still has to be given. There are still many interests to be squared, many issues to be resolved, many inhibitions to be set aside before it can become the agreed basis of future policy. But it is encouraging that the outline of future development should begin to emerge so clearly in a period as difficult as the present. Mr Prior has spoken bravely of seeking to turn present adversity to future opportunity and this must be the aim of everyone who wants to see a better deal for young school leavers, and a better trained workforce for British industry.

The three lines of development which now need to be pursued are clear. First, it is necessary to provide traineeships for young school leavers which combine vocational preparation, life and social skills, with work experience. The expansion of the Youth Opportunity Programme marks another move towards the development of such a traineeship scheme as a regular part of the country's provision for education and training.

The discussion document wants to underpin such development by remitting National Insurance contributions for all 16 and 17-year-olds in employment, a move which would cut the revenue by £300m and marginally, perhaps significantly, reduce the cost of employing young people. This comes as an unintentional irony in a week when the Chan-



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A new training initiative— a better deal for school leavers

cellor is announcing an increase in employees' National Insurance contributions which will raise £1,000m for the Exchequer.

Leaving this aside, the fact remains that the outlines of a traineeship scheme are clearly visible—a scheme which could make sure that everybody who leaves at 16 receives a planned induction training on which further skill training could subsequently be based. It would be necessary to organize the traineeship on a sufficiently flexible basis to take in those leaving school at 17 and 18 and to avoid introducing new rigidities which might militate against the second major requirement, the reform of apprenticeship—the abandonment of the unnecessary restrictions which hedge it about and the creation of a more functional, more responsive framework within which to organize training in generic and specific skills. There is a pressing need to do something quickly to separate skill training from the ups and downs of the trade cycle.

The reform of apprenticeship—and all

the hidebound attitudes which apprenticeship incorporates—means that the third element of a reform programme must be a determined attempt to improve and expand adult training and retraining. It is necessary to win greater acceptance for people for what they can do, rather than for what they did between the ages of 16 and 21.

All this is so familiar that it hardly merits re-stating—except that it is familiarity that breeds consensus. There remains no shortage of obstacles. The Government's financial situation prevents the discussion of a properly funded scheme which would show where the power of initiative ought to lie. So long as it is necessary (for financial reasons) to reiterate that "training is an industrial responsibility", policy will always stop short, like the draft discussion document, of a fully effective set of remedies. Good will is not enough. To talk of the need for "the CBI and the TUC... to conclude a framework agreement laying down the basic principles and criteria which industries, firms, trade unions and shop

stewards are expected to apply in order to give effect to the new initiative" has too much of the Solomon Binding about it. So long as training is just one item on the larger agenda of industrial relations, only modest progress can be expected.

Nobody who can recall the innumerable abortive attempts to set this kind of reform in motion over the past 30 years can be under any illusion about the difficulties. But it could be that the time is at last ripe for something better—this is to be the one fortunate by-product of the most unfortunate collapse of youth employment. The discussion paper relates the idea of a generally available traineeship for all young school-leavers to the growth of the idea throughout Europe of alternance, which it defines as "planned education and training, together with work experience".

What is important in the British context is to recognize that what is essentially needed is education in the broader sense—education which embraces training and the experience of work, rather than something which sets itself up in antithesis to them. This is the new educational reform, the way to realize in the eighties the aspirations of the 1911 and 1944 Acts which were frustrated in the failure to introduce day continuing colleges and the county colleges. The main educational input would be through the FE colleges—at an additional cost of £300 million a year if the draft discussion document is to be believed. But the impact would be felt throughout the secondary cycle.

If this is seen as a major educational reform, then the need for the intervention of Government—beyond the envisaged in *A Better Start in Working Life* or this latest paper—becomes obvious. So does the need ultimately to provide a framework of rights and duties for 16 to 19 as a whole. But that may be some way ahead. The more modest proposals now in the air are enough to go on with. The sooner they are formalized, the better.

NEWS

Women students call for more protection following last week's murder

University guards against Ripper attacks

by Sarah Bayliss

Leeds University has stepped up a security guard service to take women students from lecture halls to their homes after the murder of a 20-year-old student, Jacqueline Hill, believed to be the thirteenth victim of the Yorkshire Ripper. Overhanging bushes and trees have been cut back on the campus and more telephones installed in hostels.

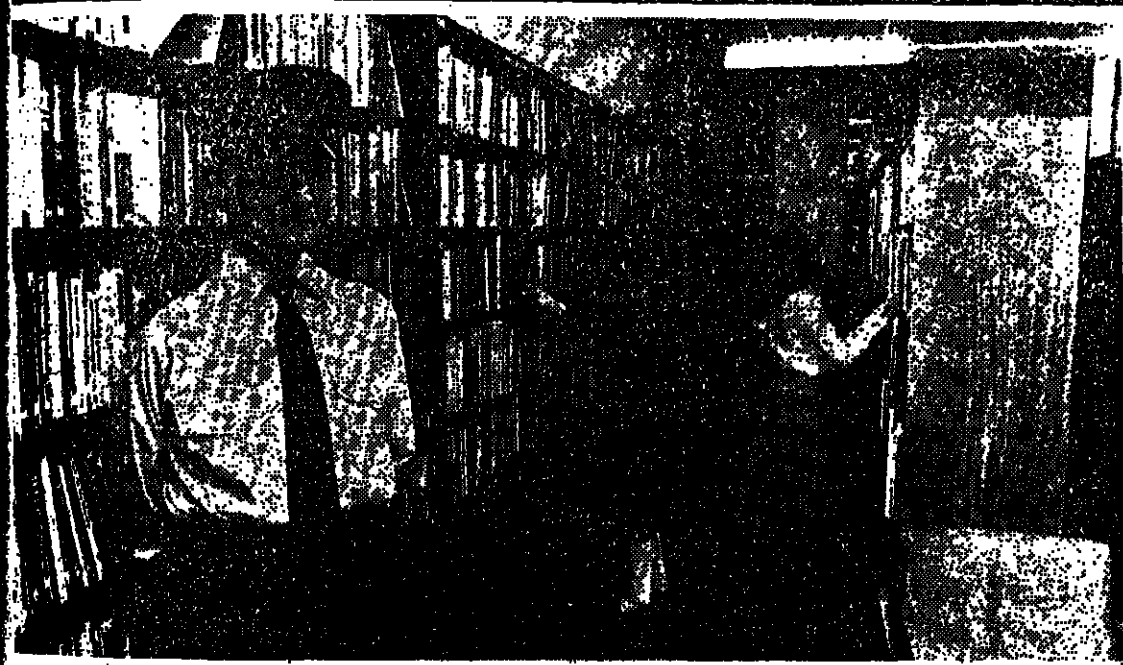
The university, which has 4,000 women students, has run a limited service since last year when Barbara Leach, a student at Bradford University, was killed there,

believed to be the Ripper's twelfth victim. The Vice-Chancellor at Leeds, Lord Boyle of Handsworth, in a statement at that time strongly urged women students not to go out at night alone. Posters warning of the danger were issued and the message was reinforced at the freshmen's conference this term. At a meeting held in the students' union last week, women students called on the university to make the three women's halls of residence mixed and therefore less vulnerable and to be more flexible about boys' friends staying overnight in women's halls of residence.

A university spokesman said individual hall councils would have to consider this request. No ground floor accommodation was let to women students.

The university campus is within three-quarters of a mile of the city centre and is patrolled intensively by West Yorkshire police. Most students live within two-and-a-half miles of the centre in Victorian houses or university halls and blocks of flats.

It is too early to say what impact the murder of Jacqueline Hill will have on applications for the univer-



A security officer on guard at Chelmsley Wood public library, ensuring readers and staff are protected from the gangs of rowdy teenagers. Solihull Council hired the guard after incidents in the library including one in which two youths, aged 13 and 14, chased younger children and assaulted one of them.

'Bigger YOP will still be inadequate'

Overseas service chiefs now fear even the big expansion of the Youth Opportunity Programme envisaged by the Government will not be enough to cope with the unemployment under-18s next year. The latest unemployment figures published by the Department of Employment on Tuesday show that 16,000 young leavers are chasing a half million vacancies.

The expanded £270m YOP is intended to provide an average of 160,000 to 180,000 places. But Mr Ray Hutt, secretary of the Institute of Careers Officers, said this week that this would not be enough to cope with both the steady rise expected in future unemployment next year and the need to provide further spells in the programme for the growing number of youngsters who were unable to find jobs after graduating from it.

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Howe move threatens more jobs

Local authorities are already in a state of panic over existing cuts-targets and other heads have been used up, and local authorities will now have no option but to look at the number of teachers they are employing. The Education Secretary, Mr. Kenneth Baker, said this week that the Government's target of a £200m saving in the current year, Mr. Baker said, would mean that teachers would have to be made redundant. The more they are asked to make cuts, the more teachers become vulnerable.

Teachers would also be expected to continue the practice of marking and preparing lessons at home through this winter. The next meeting of the teachers' and school management's working party is scheduled for next month. But at present the prospects of the teachers' coming to an agreement with the employers look increasingly remote.

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Hours survey hardens employers' stand

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Heads lose court battle

Two Solihull heads have failed in an attempt to get their salaries raised by the High Court.

Mr Eric Vaughan and Mr George Gibbons took Solihull Council to court for its refusal to re-group their schools under the Burnham rules. Regarded as a test case both by Solihull and by the National Association of Head Teachers, which backed the headmasters, the action—if successful—could have resulted in a substantial salary increase of at least £1,000 each, in excess of their deputies and probable rises for other heads in the area.

The case concerned the council's method of dealing with a temporary increase in the secondary school population, expected during 1978-82.

Solihull's policy was to change catchment areas. Mr Vaughan's school, Park Hall, was near a proposed housing estate so that there was an expected increase in the numbers of pupils at the school. At the same time it was to lose some pupils to Mr Gibbons' school, Smith's Wood, which would transfer pupils to other areas.

The heads said their schools would face significant changes in pupil numbers. This amounted to a reorganisation by the local authority, and, under the Burnham rules, their salaries should be redetermined. The legal arguments turned on whether the changes in numbers were a significant under law and whether they resulted directly from the local authority's action.

The judge, Mr Justice Dillon, found that the changes in numbers were not significant. They would probably need to amount to more than 20 per cent, he said.

Comment

Squeeze till the pips squeak

The long-awaited statement by the Chancellor on public spending cuts brought few surprises. The extra 1 per cent on local government expenditure, over and above the 2 per cent reduction which was already planned, means taking £15 million off next year's local authority budgets.

Another cut of 1 per cent is bound to accelerate manpower cuts. When the Expenditure Steering Group (Education) met in July to consider how education would be affected by additional cuts, it concluded that there was hardly any scope for more savings in other parts of the education budget which have already been pared down to the limit to protect existing jobs. There must be a real risk that the first round of teaching redundancies will be made this time round, though obviously L.E.A.s will try to avoid them if they possibly can.

What emerges quite clearly is that the quest for savings is not the least bit of a quest for savings. It is a quest for savings which are going to affect education. Compulsively, these are much more significant than Sir Geoffrey Howe's latest backhander.

For example, the education budget has never been compensated for the Government's over-estimate of what could be "saved" on transport and school meals. In respect of transport, the Government's own supporters refused to amend the law. On meals, their forecasts were over-optimistic.

No less important is the systematic short-changing of the local authorities by the calculated underestimation of inflation. The misuse of cash limits last year, coupled with a two-faced attitude to Clegg, has done much more to put education under pressure than the specific cuts demanded by the Government.

Complicated matters, further, there is all the uncertainty which surrounds the revision of the Rate Support Grant system, not to

mention the Chancellor's indication that the percentage of all expenditure covered by central funds is to drop to 60 or less from the present 61.

More will be known about the effect that cuts have already had on teaching when the HMI survey for the ESSE is ready early in December. What is already clear is that the staffing cuts are beginning to bite into the curriculum. More classes in secondary schools are being taken by teachers who are not specialists in the subjects they are teaching. As local authorities try to make staffing complements fall with school rolls, it becomes harder to make sure that all subjects on the timetable are properly covered. In more schools, pupils have to wait till the end of the compulsory school period before they can take a second language or specialized science subject.

It is important that all this should be documented because the financial relationship between central and local government could hardly be better designed to enable the Government to disown the consequences of their own policies. Ministerial integrity consists in resisting the temptations to which this gives rise, and allowing—requiring—the Inspectorate to do their job fearlessly and honestly. Such integrity will certainly be tested in the coming months.

London-Lady Young tries again

The Cabinet's reluctance to accept the Young committee recommendations on the future of the Inner London Education Authority without a fight is understandable (page 5).

As a result of their inquiries, Lady Young and the Ministers from other interested departments on the committee have come up with the central answer that most people who knew about education in London (as opposed to just having views about it) expected there was no possible case for breaking up its administrative organization. That was bound to be disappointing enough for many members of the Conservative Party, from the Prime Minister downwards, who are disposed to hold the virtually inviolate Labour majority on ILEA responsible for all the omissions of inner city education.

So attention turned to devising methods of making it more politically and financially accountable. Lady Young's committee pro-

posed more direct representation from the boroughs, though the political effect of that is bound to be doubtful, and hoped the block grant effect might cut ILEA down to size financially secure, no doubt, in the knowledge that every calculation has shown ILEA to be "over-riding" in the past.

But the power to select the boroughs for topping up remains, and who can predict the depth and weight of that top given the sort of commitment to spending now being deftly made by the London Labour Party? In the past week or two we have all been able to read about the Labour manifesto which prepared for the GLC elections next May calling not only for a reversal of the (comparatively slender) cuts in this year's ILEA budget, but also for such politically hair-raising commitments as an end to all streaming, and to the powers of church schools to select their pupils. Almost simultaneously the HMI report, which found much to praise in ILEA, made some measured criticisms of secondary schools which received less measured publicity.

How could any Conservative Cabinet committee be seen at this time to ignore the followers' feelings by accepting a well-reasoned conclusion that there is little to be done about the sort of accountability they want, so long as a majority of inner Londoners persist in voting Labour?

So the decision has been postponed, while the report goes back for more work on financial control. With the effect of the block grant method of financing still to be tested, it is difficult to foresee what new civil servants could come up with. Perhaps the delay will just mean that decisions come at a less politically explosive time, but that must be a vain hope.

What price schools music?

You cannot spend an evening at the Schools' Prom—see back page and page 21—without marveling at the quality in depth of British schools music. A second thought is much less reassuring. That quality has only been achieved by giving children access to good music teaching as part of their normal education programme. Some schools are better than others: some music teachers inspire their own enthusiasm more successfully than others: some classes are more successful than others: some classes are more successful than others. But the fact remains that quality in



depth has come from giving very large numbers of children the free opportunity to learn to play a wide variety of instruments as part of their general education. Free musical education has been an integral part of free education itself.

But free musical education can no longer be taken for granted. One L.E.A. is now cutting down on provision for instrumental teaching, or leaving charges for what has been free. Parents who want their children to learn to play an instrument have to pay fees. The staff to give lessons would be less and less available. Many are bound to be laid off from even starting by the expense of the instrument. If they come from families which are badly hit by the slump.

It will not be long before standards suffer as schools music comes to depend on parents' cash and jumble sales. Over the past year, cash and jumble sales have been a significant part of the income of many schools. It is a pity that the quality of British schools music has been so high, and that it should be so threatened.

Mothers cannot be trusted to feed their children properly, union leader Mr. Alan Bates claimed yesterday. "With all due respect to mothers, there's no evidence that they feed their children properly," he said. "Even when schools are shut, he said, he saw mothers who were not feeding their children properly."

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No comment

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Mr. C. H. Davies, Midlands Arts Centre, Birmingham.
Miss C. Duff, Kirklington Primary School, Yarm, Cleveland.
Miss E. O. Evans, School Psychological Service, Swansea.
Mr. D. Hummford, New Tree Community School, Duffield, Cheshire.
Mr. J. A. Richards, Bimil Mill School, Harlow, Essex.
Mrs. V. Stewart, St. Julian's Comprehensive School, Newport, Gwent.
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Our thanks to all the teachers who took part and congratulations to the winners.

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Platform

Examinations today are performing an outdated function and are obstructing new goals in continuing education, say Ray Flude and Allen Parrott

Memorials to past problems

An examination debate takes place in July and August each year after the publication of CES and GCSE results with all their implications for schools, teachers and pupils. This year the discussion was enlivened by someone raising the question of examiners' sobriety. But the more usual theme is the relationship between examinations and the school curriculum, and it is certainly of some importance to establish whether or not examinations perform a useful function as the chief goal of young people's schooling.

Little attention, though, is ever paid to two issues of even greater importance: the long term effects of examinations on the individuals who take them and the ripple effects of examinations on the education system itself. Both individual students and those who administer the various parts of the education system have a view of education which is inextricably bound up with a series of public examinations taken during a few brief years of adolescence. Such a view is not only a distortion of education's real significance as a means of personal fulfilment, it also represents a firm obstacle to the evolution of an education system more appropriate to the needs of modern society.

For those concerned with the development of a system of lifelong education opportunities—and as more and more people begin to experience the severe personal disruptions caused by rapidly changing technology, that should mean everyone connected with education—the long-term damage done by public examinations is out of all proportion to any value they may still have. Examinations have been developed to perform selection functions which are no longer a priority for the education system. They are memorials to past problems.

There may have been a time when it was a matter of urgency to win now out from the mass of secondary school pupils those few who should be allowed to proceed to more advanced academic studies in higher education. There may even have been a time when it was essential for schools to provide potential employers with a pecking order of the nation's 16 (and 18) year olds. (The broadest of such earlier "priorities", of course, is that examinations have never been particularly accurate guides to future performance, whether in higher education or in jobs.)

But the major urgent and essential task of education today is very different: how can we keep the mass of the population actively open to and capable of learning? The priority is the creation of a learning society, and nothing makes this more difficult to achieve than the external examination system, with its emphasis on failure and finality.

Britain's most important educational requirement today is the introduction of a "life-long" education programme which people can use, and will want to use, at any time in their life. However, the function of education today is to turn out, whether by the country or the city, a small number of people who will be able to adapt to changing circumstances.

Whether the challenge faced by an individual involves requalification for a different type of job or a search for alternative routes to self-development without formal work, it will generate learning problems. And even when the coming industrial revolution has been capped with other far-reaching innovations will follow. We shall never see the last change, or an end to change, and end, therefore, the need to adapt, to adjust and to learn.



"Examinations have never been particularly accurate guides to future performance, whether in higher education or in jobs."

The undue weight given to public examinations in secondary education, and the intense feelings of success or failure which are symbolized by the first stages of education which paralyse education thinking in British schools, and the examinations at the end of one's school days, are seen as the sole determinant of "life chances".

Parents understandably want the best possible chance in life for their children. And schools are happy to go on extending that they are the essential key to future prospects. But the prospect they offer today will all too often turn into a future of failure. It only makes sense to consider school learning as the fundamental source of "life chances" when life after school was relatively stable and when there was some solidity and permanence to the notion of "career".

Today, parents, teachers and everyone else should be striving to discover ways of strengthening the long-term continuity of the educational process, not arguing over more effective or more sophisticated ways of disrupting it. Simply tinkering with the initial stages, and with examinations, cannot solve any important educational problems. The alphabet soup of examination experiments (Q, F, N etc) will not spell out an answer.

The effect of examinations on the education system has been to deny a long-headed shift in emphasis of teachers towards a life-long perspective. Their effect on individual learners is equally inhibiting. As critics have frequently pointed out, public examinations are not very successful in many of their functions.

The grades achieved in O and A level exams have little predictive value for future academic performance, with or without examinations. Intelligent pupils will, by and large, tend to become intelligent students. The number of CSE, O and A level passes achieved by candidates are considerably less useful than realistic work experience when selecting people for jobs, and this remains true throughout adult life.

There are doubts expressed each year about the validity of external examinations as national measures of comparison, since different examination boards and different regions show great disparities in the

same subjects. There are also doubts about the intrinsic educational value of tests which in most subjects remain predominantly cognitive, and are frequently nothing more than a test of short-term memory.

But it is the attitudes they create in teachers as well as in students, which in the long term make examinations worse than "not very successful". They have become positively destructive. Teachers under this external pressure adopt limited teaching strategies which will make them "successful" according to examination criteria, while their students discover that "successful" learning is only being evaluated narrowly. No place, therefore, is left for either teaching or learning which is not going to be tested by public examination.

Attitudes to learning are created in adolescence which later prove counter-productive, and both the "successes" and "failures" will find future learning more difficult than they seem obviously. Those who are designated failures, as a result of the teenage academic steepclimb, will tend to turn their backs on learning opportunities of whatever kind later in life. They will have learnt their lesson. But many successful pupils, too, will have a very limited view of education, of how learning and being taught might be of continuing relevance to them later in life.

The effective disqualification of a very large proportion of the adult population from a return to learning in any form is a matter which should be of concern to us all. Economically and socially Britain will sink or fall in the next decades by its ability to help adults adapt to new patterns of living, working and learning. The willingness of adults to do this, and to educate themselves is crucial. As long as this willingness is crushed in adolescence by the blunt instrument of public examinations there can be little hope for the future.

Ray Flude is assistant principal of Cusston Community College, Leicestershire. Allen Parrott is a teacher of adult and community studies, Yeovil tertiary college. They are the authors of *Education and the Challenge of Change* (Open University Press 1979).

NEWS

First survey on enrolment figures

Overseas students down by nearly 50%

by Biddy Passmore

Overseas student enrolments at public sector colleges and institutions this year may be down by nearly a half, according to a survey conducted by the United Kingdom Council for Overseas Student Affairs.

The survey is based on a small sample of nine universities and 21 public sector colleges and institutions but it gives for the first time concrete information about the numbers of overseas students who have actually enrolled rather than those applying or accepted. In the university sector, undergraduate intake seems to be down by 11.5 per cent and postgraduates by much more—17.9 per cent—although it is early yet to give final figures for postgraduates.

None of the polytechnics questioned by UKCOSA replied but the Committee of Directors of Polytechnics confirmed this week that the picture looked bleak. Overseas enrolments at the 20 polytechnics who had so far notified the committee were all down, in one case by nearly a third.

Mr Rupert Bristow, the council's executive secretary, claimed this week that these figures were a

truer indication of the long-term effects of the Government's policy of full-cost fees. Many of the students in question would have come straight from abroad, he said, whereas university students would have made advance commitments.

Increase of degrees: Polytechnics produced 15 per cent more first degree graduates and nearly 6 per cent more higher diploma students in 1979 than the year before, according to a statistical report published this week by the Committee of Directors of Polytechnics.

The report is at pains to stress the vocational slant of education at the polytechnics. It points out the two thirds of the graduates and 90 per cent of the diploma students are in applied subjects. A fifth of the graduates and over half the diploma students are in subjects which courses, "emphasizing the importance attached to practical training", the committee says. Of the four out of five went into industry and commerce.

Business studies provided the highest number of qualifications straight into jobs, the report says. Over 75 per cent of those graduating in this subject entered permanent employment, compared with 60 per cent of education graduates. There was a further decline in the proportion of graduates and diploma students entering manufacturing industry but a rise in the number going into industry at commerce.

Four schools withdraw from assisted places scheme

Four independent schools which were selected for the assisted places scheme have withdrawn. But 13 schools have been added to the original list of 227 and more may join later.

The four which have withdrawn are: The Leys School, Cambridge; King's College, London; and two others, which were not named.

Lancing has withdrawn from the scheme because its headmaster, Mr John Lancing, does not wish to jeopardise an existing arrangement with the local education authority, under which West Sussex County Council pays for two places a year. The college was planning to offer assisted places only at sixth form level, and under the terms of the scheme any could only be offered with the L.E.A.'s approval.

Queen Anne's, Caversham, has pulled out for quite a different reason—cost. The headmistress, Mrs Crouch Smith, has said that the extra administration involved would increase overheads that fees could have to rise for all the other girls in the school.

Wiltshire cuts 'will hurt service'

Wiltshire county council, which intends to save nearly £14 million in education spending this year, is making a further reduction, totalling £4,800,000 by 1984.

Mr Robert Blackledge, chief education officer, has said that the reductions now under consideration are nearly all bound to affect the quality of the service we provide. A list, which is being considered by education sub-committees, includes 40 fewer teaching jobs next year in addition to 100 fewer posts because of falling rolls; the closure of two teaching centres and no growth in further education; a 10 per cent cut in school furniture, apparatus, equipment and the library service; halving the number of foreign language assistants to 20 posts; the abolition of welfare assistants in junior schools and a £100,000 cut in cleaning costs rising to £250,000 by 1984.

Cuts next year, if they are agreed, will represent a 2.5 per cent saving in each of the next three years. They have been ordered by the county council's governing body, the Education Committee, which is a joint authority with the Government.

Mr Blackledge says in his letter that the cuts will be a "very real" blow to the service. He says that the cuts will be a "very real" blow to the service. He says that the cuts will be a "very real" blow to the service.

NEWS

Europe moves on adult education policy

Ten years of European cooperation in the field of adult education culminated in Strasbourg this week when delegates from more than 20 countries met to hammer out proposals for future work.

But one important aim of the conference—to explore the possibility of producing an eventual adult education convention—was being actively opposed by United Kingdom delegates.

Proposals from the conference

are to go to the CDCC, the cultural affairs committee of the council of ministers of the Council of Europe. A convention would oblige countries to provide a certain level of adult education, and technically, an individual denied such education would be able to plead his case against his country in Strasbourg.

The feeling in the British team was that, since there was no prospect of the British Government increasing its adult education resources, a convention which the United Kingdom would either refuse to sign, or which would not be put into practice, would be more harmful than a general statement of good intent.

Delegates from other countries suffering public spending cuts agreed with this view. But representatives from some of the smaller, and less developed European countries were anxious to push through something firm enough to be a useful political lever with their governments back home.

Cabinet committee wants to discipline 'big-spender' authority

Plans to limit ILEA's finance urged

by Biddy Passmore

A Cabinet committee has told the ministerial group which has been examining the future of the Inner London Education Authority to propose limits to the authority's financial freedom.

The group, chaired by Lady Young, junior education minister, had recommended a change in the authority's composition. It said the present mixture of borough councillors and Greater London Council members should be replaced by nominees only to give greater political accountability.

However, the group backed away

from radical proposals to break up the authority or the introduction of sweeping financial changes. The ministers considered that changes implied in the new block grant would make the ILEA more cost-conscious.

The Cabinet committee is said to have accepted the view of Lady Young's group that breaking up the authority and returning education powers to the individual boroughs would be feasible. But there are doubts about the lack of financial accountability.

At present, ILEA which has a £1b budget has an unrestricted right to fix its own budget and then gather the money by taking a flat

percentage of the rate raised by each inner London borough. Under the new block grant system, it will receive part of its money directly from the Government and continue to get the rest from the boroughs. The more it branches the Government's spending "norm", the less it will receive through block grant and the greater will be its demands on the boroughs.

The Government believes ILEA is overspending by about 15 per cent; so it seems certain that block grant will hit it hard. But the Cabinet committee, with Mrs Thatcher's backing, still wants more discipline in the authority's financial planning.

See how it's done in successful schools, NUT tells members

by Sarah Bayliss

Secondary teachers who expect too little from their pupils should be shown good practice at work in successful schools and given the chance to meet children with a truly comprehensive range of ability.

The recommendation is to be put next week by a branch of the National Union of Teachers in a page critique of the recent HMI report, which said too many secondary schools in the Inner London Education Authority expected too little from pupils at all levels.

The report by the Inner London Teachers' Association agrees with the Inspectorate that many of the schools in the capital have weaknesses. But the same weaknesses can be found in cities throughout the country—a point the HMI itself has been emphasising since its evidence was published three weeks ago.

However, ILTA claims insufficient attention has been paid to the needs of comprehensive schools. The HMI seems unaware that in parts of inner London a full range of abilities simply doesn't recover, remarkably from the bleak years of teacher shortage in London and they should be congratulated.

Eight years ago the main concern was to keep schools running from day to day. "We were staffing them with anybody with any qualification." Some of these weak teachers were still in the system, he said.

Mr Nicholas Bennett, a member from Solihull, London, estimated that every school had two or three such teachers. The authority employed 500 to 600 teachers "who frankly should not be in teaching".

Dr Michael Birchington said, in-service training did no good. The procedure was to charge teachers with inefficiency under the staff code. The code was being tightened up to make it more effective.

Mr Robert Vigers, Conservative, said officers should report on ways of making head teachers more accountable. Authority disqualifies: The Advisory Centre for Education, the education consumers' body, has condemned the Inner London Education Authority as "a London effect of its £1.8m disruptive units programme," writes Diane Spencer.

ACE says the report on the progress of the units published last week ignores the social implications of a policy which segregates pupils in special units whose behaviour does not conform to the school's expectations. ILEA's policy is discriminatory and an infringement of the rights of parents and pupils, it says.

Morale boosting courses don't change attitudes

Further education courses that help women choose a first or new career give them more self confidence but are less successful in changing attitudes, career or study choices, a one-year study has shown.

The report finds that courses generally have a narrow arts or social science based curriculum, and that they lack crèche facilities and are nearly all in urban areas.

The study was carried out by the further education curriculum review and development unit into bridging courses for mature women students. It says that many of the courses rely on distance learning techniques unsupported by tutorial contact. On some courses the drop-out rate is as high as 50 per cent, the report reveals.

Most women told the researchers that their families supported their decision to go on the course but many felt "guilt about attending the course and worry over childcare problems, a tendency to cling to familiar ground both in discussion and in their approach to future jobs and study opportunities and unrealistic career aspirations in terms of the course fitting in with family commitments".

Further Opportunities in Focus, a study of bridging courses for women by Sheila Stoney and Margaret Reid, Publications Despatch Centre, DES, Honeypot Lane, Canons Park, Stanmore, Middlesex.

Fewer books

Cuts in capitation have resulted in 1,600,000 fewer books being bought in the first six months of this year compared with the same period last year, according to the Educational Publishers' Council.

The total number of books bought between January and June this year was 17 million compared with 18,600,000 last year. National figures show that spending on books by nursery schools has been the hardest hit with a drop of nearly 20 per cent.

Redundancy row

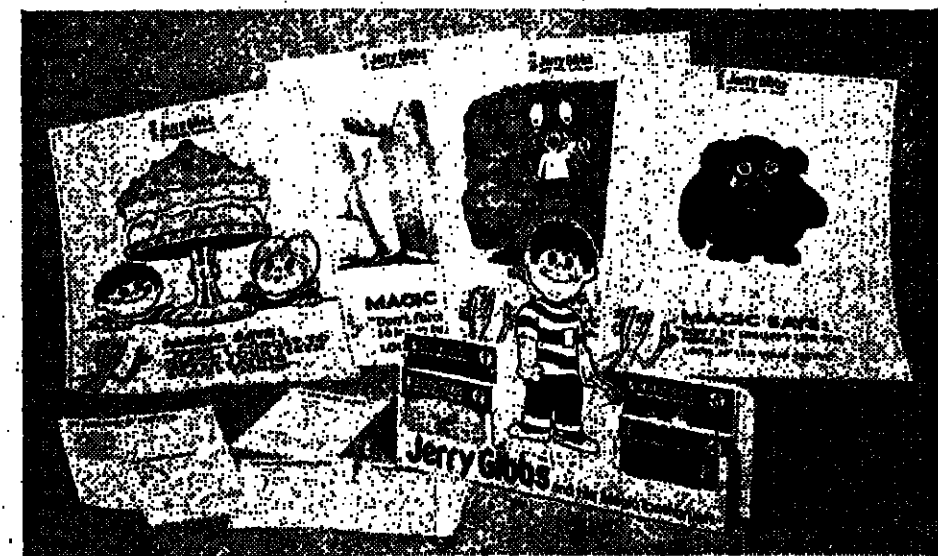
Most teacher unions are refusing to take part in Staffordshire's controversial redundancy scheme.

The National Union of Teachers has written on behalf of the main unions to protest against the "gang of three" selection procedure.

Teachers who wanted to keep their jobs had to persuade a tribunal of head, governor and I.E.A. official why someone else should be sacked.



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NEWS

Private report suggests why Cambridge college is bottom
Magdalene mediocre say fellows

by Biddy Passmore

Magdalene College, Cambridge, is bottom of the university's academic league because it takes too many mediocre young men from a small number of public schools, suggests a confidential report—written by fellows of the college.

"Sixth form colleges are in a sense our chief hope", it concludes, "if only we can persuade them of our suitability."

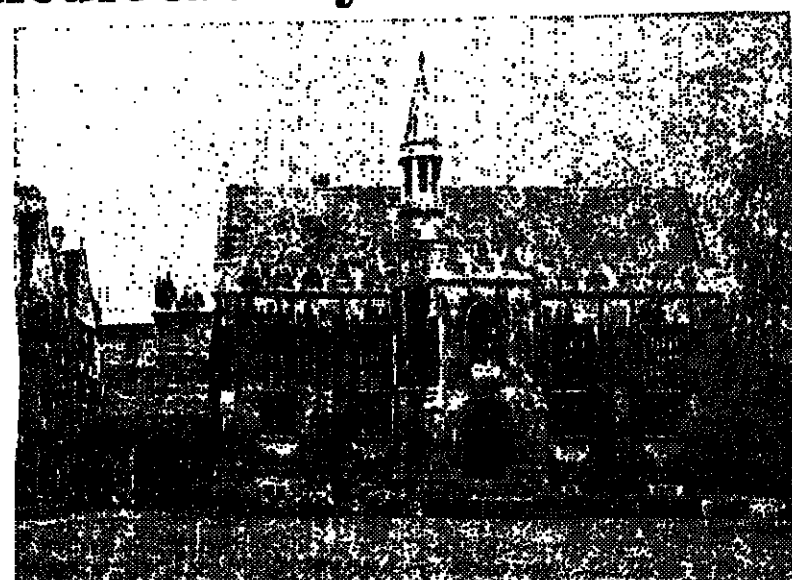
News of the report was leaked to *Stop Press*, the Cambridge student newspaper. Magdalene is one of the most traditional of all Cambridge institutions. It steadfastly refuses to admit women and takes a much higher proportion—about three quarters—of its students from independent schools than the university average, which is about 50 per cent.

The controversy was fuelled this week by a letter to *Stop Press* from an ex-Magdalene student suggesting that the authors of the report should examine themselves with "raising the academic standard rather than lowering the social one". "They should remember which side their benefactions are buttered on", said Mr Toby Moore, former president of the college's junior union room.

Particularly startling are the terms in which the college's admissions tutors, Dr Ronald Hyam and Dr Rne Mitchell, describe the products of some of the country's most famous public schools. They welcome the recent reduction in the intake from Eton, noting that the number of Etonian applicants for 1981 has "alarmingly risen again".

But they add: "We probably have a great deal more to fear from Harrow, which began a few years ago to send its own sons to clever enough to make it difficult to keep them out."

The report sets out the college's failings in stark terms. It is bottom of the Tripos league; even its best subjects are achieving in Tripos



Magdalene College—bottom of the league.

only an average standard; its standard of entry, whether measured by the special entrance exam or A levels, is comparatively low; the number of applicants per place is lower than that of any other college; and it has fewer graduates than any other college.

Trying to increase the college's intake, which has averaged 90 since World War II, would be a mistake, argues the don't report. Rather, the college should revert to slightly smaller numbers. The college may have been admitting too many "indifferent men" in peripheral subjects, such as land economy, oriental studies, philosophy and veterinary medicine.

However, this year's intake is up again—to 105, Dr Mitchell said last week. And the draft of next year's admissions prospectus would seem to attract more "indifferent men". It states that "applicants of only average ability intending to study

one of the smaller faculty subjects should inquire whether Magdalene is the right place for them".

The admissions tutors see the college's salvation in sixth-form colleges. To get more applicants from the maintained sector, they advocate more conditional offers—offers dependent on A-level results rather than the special entrance exam—and more sixth-form visits by college fellows. This year, only one conditional offer was made and over half the newly represented schools had been visited by three fellows alone.

"We're not saying that sixth-form colleges are better than ordinary comprehensives", said Dr Mitchell, "but sixth-form colleges are curiously under-represented in Cambridge and comprehensives in general have rather small sixth forms and are rather hard pressed—the last thing they can afford is special teaching for Oxbridge."

Student union funding plan to go ahead despite opposition

The Government is to go ahead with its new "non-automatic" system of financing student unions next September, despite a decision by the National Union of Students to carry on campaigning for a year. This is £3.5m higher than the Government's original estimate.

Despite what the NUS regarded as a "huge concession", it is as far from happy with the proposal. The union is demanding a year's delay so that a new system can be worked out properly with all the legal authorities and the Government. "Unless clear guidelines as to future levels of funding and guarantees on the independence of student unions are forthcoming from the Government, the victory we have won on statute could amount to nothing", NUS president Mr David Aaronovitch said last week.

The change is intended to make the unions more accountable for the money they spend and to stop funds going towards political activities.

Free music lessons shed

Musical instrument tuition in Somerset schools will be handed over to private enterprise next year after the county has cut this service.

Somerset county council voted last month to axe the jobs of 10 full-time and two part-time peripatetic instrument teachers to save £47,000 from next March. Since then, members have come up with a "palliative"—offering parents the chance to pay for private instrument tuition in school time.

Under the new scheme announced last week, private tutors will be free to offer lessons on school premises at the discretion of headteachers. It will be administered by the education authority but at no additional cost.

Lieutenant-Colonel Tony Dowse-Brennan, chairman of the education authority, said that teachers' salaries plus travelling expenses were costing the authority over £10 an hour of tuition. This was more than double what some private tutors in the area were charging. If parents were to be charged £5 a session, the committee thought it was better to offer the private option.

Locking up is 'non-productive'

A century of experience in dealing with delinquents has shown that locking up young offenders is costly, unsuccessful and counter-productive, a child care expert said this week.

Mr Kenneth Briff, general secretary of the National Council of Voluntary Child Care Organizations, was speaking at a conference called by New Approaches to Juvenile Crime, a group concerned with reforming the law on young delinquents, to discuss the Government's White Paper on young offenders.

In his organization's 100 years' experience, it had found that restraint by secure walls and locked windows only turned loose a potential offender more alienated, resentful and determined than before.

He criticized the proposal in the White Paper for residential care orders for youngsters already in care because of one offence, removing them from home to a residential establishment if they committed another one.

This proposal of removal from home was universally deprecated by the old approved school headmasters. "The youngsters subsequently arrived at the schools convinced that the court had wanted their stay

in school to be unpleasant and punitive—a poor start to a young person's educational or therapeutic experience", he said.

Sir George Young, under secretary at the Department of Health and Social Security, attempted to reassure the conference that the White Paper proposals were not solely concerned with punishment in education. The proposals were for an increase in support grants to Suffolk.

The Suffolk Association of Parents' Associations, southern area, representing 43 PTAs, points out that the 35 shire counties, Suffolk included, in the capital allowance, are at the amount of rate of £30 per head of the population. Yet school rolls are falling.

Mr George Young said the new residential care order was not to be used to remove a child from home for a social service to remove a child from home for a social service to remove a child from home for a social service.

He hoped that the new range of developing a range of options that would avoid placing a child in some kind of custody, or child fostering schemes offered for this, he said.

'Race relations groups augment difficulties'

Organizations such as the Commission for Racial Equality, the Centre for Multicultural Education and local community relations councils, serve only to perpetuate the difficulties of race relations, Dr Chris Mullard, a black sociologist, told a conference in London this week.

Dr Mullard, from the sociology of education department at the Institute of Education, London, said policies were directed at blacks by organizations run largely by whites who shared a fundamental belief that racism was not a structural phenomenon nor an ideological problem.

On the other hand, blacks say that policy should be directed towards whites as the main problem was white racism.

The Rampton Committee at present investigating the education of ethnic minority children was also guilty, he said, as its terms of reference were "white defined".

What worries blacks is not underachievement but the whole existence of racism in schools, he said.

Mr Anthony Rampton, chairman of the committee of inquiry, reassured Dr Mullard that the reaction of the white community to blacks was his concern.

He said that the committee had received 120 written submissions and they had visited 17 groups of parents and children in informal sessions throughout the country as well as formal visits to schools and education authorities.

He hoped that the interim report on why children with West Indian backgrounds were underachieving would be published by the end of March.

Mr Trevor Carter, a black London teacher and a member of the committee, said he feared that black children would be tagged up and refuse to give evidence, but fortunately this had not happened.

NEWS

NUPE accuses Government of 'acting dishonourably' and dismantling service
Health risk to children from meals cut

Unsound health damage to Britain's schoolchildren could follow Government spending cuts in the school meals service, the National Union of Public Employees, has warned.

The union this week published details of an extensive survey of the service and accused the Government of "acting dishonourably" in following it to be dismantled.

NUPE general secretary, Mr Alan Fisher, told a press conference that at least seven local authorities had considered abolishing school meals.

Dorset County Council had been providing meals for 40,000 primary schoolchildren and sacked 20 staff.

Lincolnshire had reduced the service to the legal minimum, making provision only for children whose parents were receiving supplementary benefit or family income supplement.

The decision had been taken despite the evidence of two independent

nutrition experts who had warned that the new meals would have a harmful effect on standards of health.

Mr Fisher said: "We could soon see diseases like rickets reappearing among Britain's schoolchildren."

He referred to the recently published report of the DHSS Research Working Group, *Inequalities in Health*, which stated: "We have no doubt that this (school) meal is the principal source of essential nutrients for many poor children."

"It should be regarded as a matter of importance—on education and health grounds—to ensure that all children receive a school meal or an adequate substitute at least during term time."

Mr Fisher also attacked the policy of increasing school meal charges, which he said caused a drop in the number of children eating them and often coincided with a decline in quality.

He said cuts in school meals were



Alan Fisher: sounding a warning

putting 300,000 women's jobs at risk.

The survey had identified nearly 20,000 jobs already lost, and found that many other staff were having to accept cuts in their working hours.

He challenged Mr Mark Carlisle,

Education Secretary, to explain how such cuts were compatible with the Government's commitment to maintain the service.

NUPE-sponsored MPs were planning to table a motion in the House of Commons calling for funds "to prevent the collapse of the school meals service in this country".

They had the backing of Mr Neil Kinnock, Shadow Spokesman on Education, who accused Tory councils of putting the short-term interests of rate payers before the long-term interests of school children.

He said it would cost a Labour Government "at least £600 million" to restore a full service—and he could offer no guarantee that the full amount would be found.

"We have to look at this situation in the context of a society which is less affluent than at any time in the last 20 years."

"School meals are needed to compensate for the deteriorating diet in the average home."

In brief

Headmasters join select committee

Two headmasters and a former education officer have been selected to join the select committee on education.

The committee is looking into examinations and the curriculum in secondary schools. The advisers announced this week are Dr P. H. Brown, head of Henry Farnham School, Bradford, Derbyshire; Mr C. Mann, head of Cavendish School, Hemel Hempstead, Herts; and Mr Conrad Rainbow, former chief education officer for Lancashire.

Suffolk parents' offer to Carlisle

A group of parents in Suffolk has offered to Mr Mark Carlisle, Education Secretary, offering to pay a supplementary rate to make up the shortfall in education. The parents are asking for an increase in the support grant to Suffolk.

The Suffolk Association of Parents' Associations, southern area, representing 43 PTAs, points out that the 35 shire counties, Suffolk included, in the capital allowance, are at the amount of rate of £30 per head of the population. Yet school rolls are falling.

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Poly lecturers 'could boost specialist teachers'

Lecturers in polytechnics and colleges should be brought into schools to teach subjects such as mathematics and science, a Conservative education chairman said this week.

Mr Brian Sams, chairman of Bexley education committee, told a meeting of local Conservatives on Monday that increasing the number of higher graded posts in schools, as recommended by the Clegg Commission, would not increase the total supply of specialist teachers.

Instead it would increase teacher mobility and aggravate competition between schools for the same limited number of such staff.

RSA gives awards for 15 projects

by Sandra Hempel

The Royal Society of Arts has made awards to 15 projects under its Education for Capability recognition scheme, launched earlier this year.

Four of the projects have also received cash awards, ranging from £1,000 each for Workshop Six, a youth project in Sheffield and for the Open College, Belfast, to £300 for Real Problem Solving in Mathematics teaching at the Open University. Recipients include schools, colleges and industry.

The awards are designed to promote the RSA's Education Capability manifesto, signed by 140 organisations from education and industry. The manifesto says that education and training places too much emphasis on analysis, criticism and the acquisition of knowledge, and not enough on problem-solving, doing, making and organising.

At the presentation ceremony Mr John Tomlinson, chairman of the Schools' Council, said there were three impediments to progress in education for capability: the academic tradition, the examination system and a false distinction between general and vocational education.

"We run a system that supports everyone up to the age of 16 and then, if they can cope, after 18," he said, "but there is a gap between 16 and 18."

He said that the Youth Opportunities Programme, about to be expanded, together with the current review of the Industrial Training Act and the Macfarlane report provided a real chance to bridge the gap.

The opportunities are there. It is just a case of whether we humble, yet again, he added.

"The absurdity of the situation" he said, "is that there are hundreds of mathematicians and scientists, already in the employ of the I.e.s.s., or on the fringe, who could be used to help solve the problem."

It is to the colleges and polytechnics that we should be looking, if not the universities also, for at least a partial solution to our problem. One polytechnic alone could have as many as a hundred engineers and physicists, most of them capable of teaching mathematics and science to O and A level with large numbers of mathematicians, chemists and computer scientists,

and biologists. There are 10 polytechnics in and around London with this expertise, not to mention the FE and higher education colleges. "I am convinced there are scores of staff that could be used as part-timers, say on a half-day a week basis, for our secondary schools. Many would welcome the prospect."

"There will be additional spin-off for the schools, polytechnic staff have seen the world, they have industrial experience, and a background of applying their knowledge in a practical situation. This must enhance any course of lectures at CE level and induce increased motivation by pupils."

Personal column

Ted Wragg

Words in edgeways

by the way. Well old Babbage, he's a head in the north of the county, retired last Christmas and obviously demob happy at the time, said in the plenary session that he would love to have a full education for leisure programme in his school if only Mr Hitler would design to unlock the building. Unfortunately, the county hall caretaker was sweeping up backstage at the time, quick phone call to NUPE, and, bob's your uncle, a fortnight's strike.

"I'm sorry, I never knew..." "Oh it's not your fault. Will you say anything about music, do you think?"

"Didn't I touch on it last year? I think I talked about raising expectations in the arts or something."

"What you actually said was that you'd heard that the music in the county was pathetic. It gave my colleague, Swanson, the music adviser, a triple coronary. I can tell you. What you couldn't realise at the time is that Swanson, who incidentally was swanning on the edge of a nervous breakdown, was in any case in the CEO's bad books for buying a job lot of 300 bassoons from some bankrupt stock he'd come across. Needless to say, nobody plays them, and I have one doubt has plants growing in a couple in his study. Incidentally, are you planning to say anything about the advisory service in general, because we're a bit fragile at the moment?"

"I suppose it's possible. I didn't really cover it last year."

"Well, not directly, but when, if you remember, you talked about creative planning being choked by armies of pen-pushing parasites and over-led bureaucrats, you

Cooperate, FE and postal courses told

More cooperation should exist between correspondence colleges and further education, Mr Mark Carlisle, the Education Secretary, said last week.

Speaking at the silver jubilee dinner of the Association of British Correspondence Colleges in London, Mr Carlisle said that such cooperation might make it easier to cope with rises and falls in the student age groups. It might also make it possible for correspondence tuition to contribute more than it had in the past to technological education—many aspects of which did not lend themselves to solely postal tuition, he said.

He cited the National Extension College's (flexi-study scheme with Barnet College of Further Education as an example of a combination of individual and distance learning techniques.

Baccalaureate plans dropped

The Schools Council has dropped all further work on extending the use of the International Baccalaureate in this country. After a one-year £1,000 study of the potential of this multi-disciplined sixth form qualification, council backing for a four year project to spread the IB in British schools was proposed by the IB office.

The work was started after a recommendation from an inter-governmental conference on the IB though the idea of increasing its use in this country had little support in the council.

Following the Government's agreement to pursue the council's intermediate level plans for broadening A level courses, the council has quietly dropped any further backing for the baccalaureate.

Probably didn't notice friend Babbage doubled up with mirth. Sure enough, as soon as the lecture was over, the snide little toad oiled over to me chortling "crumbled again" before waddling off to the bar with his cronies. It can take up to half an hour nowadays to pick the knives out of your back after one of these bunfigits."

"I hadn't realized, I'm awfully sorry, I mean is there anything else I should do?"

"Goodness me, don't worry yourself about it. You say anything you like, don't let me put you off. No it's just local politics. I suppose you chaps in universities are above this sort of thing. Are you expecting to put in a word, by the way, about teachers' careers?"

"Well, I haven't really..." "Only it was all a bit frontal. You remember last year you got a round of applause when you said you saw an important age drawing for teachers' careers, and that the wardens would be very close to the 'leisure and the future' debate? Well, ours are going to have unlimited leisure in the future because we're closing all the centres."

"Gosh, I'm sorry, I just never thought, I mean is there..." "Conditions of service and Burnham, I should keep off that one. Lunchtime supervision is not the CEO's favourite topic at the moment, since one of our heads is suing the authority over having to do it all of his own. Got his head in some rattings spying on ill-fated teachers, or gamblers, or something."

"I hadn't intended..." "Steer clear of school closures perhaps. Parents in the classroom might be tricky."

"Governors, don't mention them. Put on courses for them and the creeps repay you by asking very many questions at governors' meetings. In-service could be a bogger, cover for absent teachers, that sort of thing. But look, I mean, I only rang you to say we're all looking forward to next Tuesday, and you feel free to say whatever you like."

NEWS

Good report for London schools a surprise

by Adam Curtis

London schoolchildren have a higher opinion of their schools than either their head teachers or their parents, a survey by Capital Radio has suggested.

But their enthusiasm for the classroom was far from unanimous. Many said they were scared of bullying and violence and 18 per cent of 15 to 16-year-olds admitted playing truant.

Despite this, the majority of secondary schoolchildren found their lessons interesting and enjoyable and most said their teachers were modern, up to date and interested in their problems.

A total of 88 per cent of the 200 questioned thought their teaching was good.

This compared with 64 per cent of heads and 53 per cent of parents who described secondary school standards as "good" or "excellent".

Heads blamed the bad home backgrounds of pupils for many of their problems, while parents tended to criticize the lack of money for schools.

The survey, carried out for Capital Radio by a public opinion research company, involved 70 ILEA heads and 500 parents and teachers.

Sixty per cent of the heads said that truancy was a "problem", but only 7 per cent of parents believed their children skipped school.

Of the children who admitted playing truant, 27 per cent said they did it more than once a month, 13 per cent more than once a week.

Another disagreement cropped up over the purpose of education. More than 25 per cent of parents said the principal aim was to "train children to get a job". Only 4 per cent of head teachers agreed.

Test case to focus on plight of homeless young leaving care

Girl fights for 'right to be housed'

by Anthony Blackham

The problems of young people leaving residential care are highlighted in an important test case which is to be brought in Hampshire against Basingstoke and Deane District Council.

Nineteen-year-old Amanda Roberts, until recently a student at Queen Mary's Sixth Form College and in the care of Hampshire Social Services, is claiming that under the 1977 Homelessness Act, the local authority is obliged to house her. But despite applications and appeals, the district council has rejected her demand for accommodation.

The crux of the case is whether children in care have a "priority need" on reaching the age of 18, and it is clear that the court's decision could have important repercussions. Currently it is necessary to be pregnant or have a child to bypass the waiting list and, in consequence, most young people leaving care have to seek accommodation in the contracting private sector.

The situation is worse in Basingstoke because, as a new town, it has few housing estates devoted to the nuclear family but little which is suitable for private letting. Hence, Amanda is now living as a guest in the Rivendell Centre, the residential home where she was in care.

Sue Trowell, the centre's warden, is giving Amanda her full support because she feels an important principle is at stake. "Obviously Amanda's predicament is not unusual or uncommon," she says, "and it is necessary for the courts to make a ruling on how the Act is to be interpreted—a precedent needs to be set."

At a time of widespread youth unemployment the plight of young people leaving care is particularly serious. Traditionally, many of them have entered residential employment such as hotel and catering and the services which solved the problem of somewhere to live. But as competition for jobs has increased, that solution is no longer easily available.

Unlike many others, Amanda has been able to find a permanent job as a swimming instructor at the local lido. But the rest of the 16 to 18-year-olds at Rivendell are on Youth Opportunity Programme work experience schemes.

There is no obvious solution in sight. Sue Trowell believes that most residential care establishments ill-prepare their adolescents for life in the outside world in any case. The answer lies, she believes, in developing small "half-way houses" where seventeen and eighteen-year-olds can live together on a sharing basis. It would allow them to move away from adult supervision but still be in a supportive environment.

Dr John Havard, secretary of the British Medical Association, said a number of children killed or injured crossing roads in Britain was the highest in Europe.

At the time spent by school teaching road safety compared unfavourably.

Dr Havard told a BMA symposium on road safety in Birmingham: "There is a case for claiming that education in road safety should be given at least as much time as education. Otherwise the kids will live to enjoy sex."

Dr Havard said schools on a road crossing patrol. "It is a shame to have to rely on the lollypop people who cannot be seen properly."

"Pupils would be much less likely to be seen properly because their reactions are far more likely to be clobbered."

Road safety 'should get equal time with sex education'

by Diane Spencer

When her children were bussed to school for the fourth time, Mrs Ibarra from North London, decided to wage war—not only on the head louse but on the outdated attitudes and ignorance of doctors, nurses and teachers.

Mrs Ibarra's children were forced to undergo the considerable discomfort of having the last dead nit removed from their hair with a fine toothed metal comb before they were allowed back to school.

She also discovered that the attitude still prevailed that it was "shameful" to have lice as it indicated she was a neglectful mother with a dirty home.

Experts have long known that lice do not care on whose head they live—on the whole, they prefer clean ones, but they are not fussy. Moreover, you can only catch them by being in touch with another head with lice. The insect walks from one head to another; they live only on blood.

Mrs Ibarra's protests against this prejudice and attitudes were so reliable and articulate that she was invited to join in a campaign organized by her local health education council which it was hoped would help eradicate head lice from the whole country.

She has the strong support of Mr John Maunders, an entomologist at the London School of Hygiene and Tropical Medicine and a leading expert on lice. He has written pamphlets in guidance for professionals involved in campaigns to eradicate lice for the Health Education Council.

The latest figures show that 19,000 schoolchildren were found to have had lice in 1978. In 1973 the figure shot up to 255,755 after a steady decline throughout the century.

The introduction of ovicidal malathion and carbaryl around 1973 could account for the decline.

However, Mr Maunders pointed out that these figures do not reveal the full extent of the problem as peak infestation occurs before school age and does not affect adults. The numbers could easily be four times as great.

Mrs Ibarra suggests that, following a class discussion about the problem, including advice about haircombing—a comb or brush is a deadly weapon against lice—and regular hair inspection at home by parents, pupils should write their parents' names and addresses on envelopes containing the leaflets and take them home. This way she thinks secrecy and shame could be avoided.

However, the 1944 Education Act gives the head of a school power to keep a child out of school if he is still "verminous". Some heads and nurses still interpret dead nits as verminous. Until they have been removed they will not issue a clearance certificate.

In any event, exclusion is like shutting the stable door when the horse has bolted because the average time of infestation before detection is four months—ample time for the lice to have moved to other heads.

It is far more important to trace that child's friends outside the school and his or her family. "One grandmother with lice could be at the centre of it all. A good granny is a professional child cuddler after all," Mr Maunders said. "It is no good clearing up one school without seeing if a nearby one is lousy, heads in it too," said Mrs Ibarra.

Mrs Maunders firmly believes that lice should be treated as a disease and not a pest.

The head louse is a greyish coloured insect about the size of a match-head. It lives close to the scalp where it has food, warmth and company. The female lays shiny, oval-shaped eggs, nits, about the size of a pin-head at the rate of about eight a day which it cements on to a hair, next to the scalp.

It can take between three weeks and three months for a person to become sensitized to the bites—lice feed only on blood. Usually the first sign is being kept awake at night by itching.

A secondary infection can occur in extreme cases caused by scratching. This makes the victim feel heavy, dull, fed-up—in other words "feeling lousy". Hence also the expression "nit-wit" for the backward child.

Lice live for 40 days at most, but rarely do so because their mortality rate is high although their birth rate compensates for this.

Sudden death is rare. Sick or injured lice fall from infested heads causing alarm, but no danger. These lice are too weak to reestablish themselves on another head.

The same is true of those found on combs or headgear. Hatched or dead louse eggs grow out with the hair so the position of the most distant egg from the scalp gives the age of the infestation since hair grows approximately half an inch a month.

Treatment is cheap and simple. A lotion based on carbaryl or malathion—applied and left to dry naturally and kept on for 12 hours—kills live lice and eggs.

Points to remember:

- Clean hair is no protection against lice—you can only get them from another head infested with them.
- Give every child a comb or brush as they are weapons that mutilate the house so it cannot lay any more eggs.
- Regular inspection of children's hair by parents.
- Tell the head teacher, doctor, health visitor or school nurse if a child has been infested. Teachers should inform parents if anyone in school has lice.
- Do use a modern insecticide lotion based on carbaryl or malathion, but do not use it to prevent infection—only when lice are already there.
- There is no need to remove dead nits if a modern lotion has been used. Eggs more than one centimetre from the scalp are invariably dead or hatched.
- If a child has been treated within one month do not treat again unless you see live lice; if treated more than one month ago, do nothing unless there are other live lice or eggs within one centimetre of the scalp.

NEWS

Health campaign to wipe out head lice and 'ignorance'

Mother's war against 'nit-wits'

by Diane Spencer

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It can take between three weeks and three months for a person to become sensitized to the bites—lice feed only on blood. Usually the first sign is being kept awake at night by itching.

A secondary infection can occur in extreme cases caused by scratching. This makes the victim feel heavy, dull, fed-up—in other words "feeling lousy". Hence also the expression "nit-wit" for the backward child.

Lice live for 40 days at most, but rarely do so because their mortality rate is high although their birth rate compensates for this.

Sudden death is rare. Sick or injured lice fall from infested heads causing alarm, but no danger. These lice are too weak to reestablish themselves on another head.

The same is true of those found on combs or headgear. Hatched or dead louse eggs grow out with the hair so the position of the most distant egg from the scalp gives the age of the infestation since hair grows approximately half an inch a month.

Treatment is cheap and simple. A lotion based on carbaryl or malathion—applied and left to dry naturally and kept on for 12 hours—kills live lice and eggs.

Points to remember:

- Clean hair is no protection against lice—you can only get them from another head infested with them.
- Give every child a comb or brush as they are weapons that mutilate

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Illustration from Health Education Council pamphlet.

Boys 'pushed' in sciences

Four times as many boys as girls take physics at O level, while twice the number of boys take mathematics O level. By the sixth form, girls have become even less science oriented; two-thirds of those taking A level English are girls, while three-quarters of those taking mathematics are boys.

These were among the statistics discussed at the education session of the Women's Action Day held at Central Hall, Westminster yesterday.

Women's lack of progress towards equal citizenship was the main theme of the conference, organized by the Fawcett Society and the Women in Media group.

Delegates heard that girls and boys do not differ significantly in their educational achievements at school but once past A level, fewer girls than boys go on to university. Only one-third of undergraduates and one-quarter of postgraduate students are female.

Separate specialisations continue: one in 20 students in engineering and technology are female compared with two-thirds of those studying language and literature.

Rally backs Crosbie

More than 5,000 teachers from all parts of Britain took part in a mass demonstration through Nottingham last weekend in support of sacked nursery teacher Mrs Ellen Crosbie.

Mr Fred Jarvis, general secretary of the National Union of Teachers, told them: "The campaign for her reinstatement will continue. We will never give up."

Mrs Crosbie, 37, who was at the demonstration, was sacked in April last year by Nottinghamshire education department after refusing to teach a class of 40 under-fives at Robert Mellors primary school, Arnold.

The vacant post has been blacked by the NUT.

COURSES

MUSIC SCHOOL OF DOUGLAS ACADEMY

Pupil Entry—August 1981

The Music School of Douglas Academy, set up by Strathclyde Regional Council, to provide a specialized music course for gifted young musicians, as well as giving them the benefits of a full comprehensive education, will accept a limited number of pupils for entry to session 1981/82.

Applications are now invited from pupils about to enter or already in secondary schools who have shown that they are, or that they could become, outstanding musicians.

All applications will be carefully considered. Final selection will be made as a result of interviews and auditions over a short period which the applicant will be expected to spend at one of the Region's residential schools.

Hostel accommodation in the students' hotel of Notre Dame College of Education can be provided for pupils who reside outwith daily travelling distance of Douglas Academy.

Further information, forms of application and instructions on submitting the applications, may be had from the Head Teacher, Douglas Academy, Milngavie. The latest date for submitting applications will be Wednesday, December 24, 1980.

EDWARD MILLER
Director of Education

Strathclyde
Department
of Education

STOPP calls for Newcastle inquiry

by Sarah Bayliss

Secondary schools in Newcastle upon Tyne use corporal punishment for a wide range of offences ranging from truancy, lateness and poor class-work to 20 other misdemeanours.

In a nine-month period ending in July this year, 1,529 pupils—including 82 girls—in 13 schools were hit on the hand with a leather tawse.

Three schools gave more beltings than the rest put together. In one school which recorded 380 cases, an average of two children a day were physically punished. Two schools did not use corporal punishment at all.

The Society of Teachers Opposed to Physical Punishment (STOPP) said that compared with figures published by seven other education authorities, Newcastle had the highest rate of beltings.

These figures confirm the North East's notorious reputation as the corporal punishment capital of England," said Mr Tom Scott, the society's education secretary.

In a council debate next Tuesday Liberal members, who asked for the figures to be collated and published, will demand that corporal punishment be abolished in Newcastle's schools.

They are still waiting for figures on belting in primary schools.

"We are surprised that the total figure was so high," said Mr John Shipley, leader of the four Liberals on the city council. "But we were shocked that some offences such as lateness gave rise to violence on a child. All the evidence shows that corporal punishment can have a negative effect."

Mr Derek Webster, Labour chairman of the education committee, said Newcastle's Labour party voted last month for abolition.

However he believed that teachers, parents and pupils should be consulted first and perhaps a referendum held. He would move an amendment to the Liberal motion, calling on the education committee to launch a consultation exercise.

"I'm worried that an arbitrary decision will be made in the council chamber without regard to the effect it will have on schools."

Standards of discipline in schools might fall if staff were suddenly banned from using corporal punishment. Teachers might react by simply suspending many more children from school than at present. The Anglican and Roman

Catholic diocesan boards must be consulted, Mr Webster said.

The figures, which have not been monitored by the education department until now, show 380 cases in 1979, 249 and 203 respectively in 1978, 1977 and 1976.

In all 13 schools the highest number of beltings—27—was given as punishment for "dangerous or irresponsible behaviour" followed by 153 for fighting and provoking, 110 for disobedience, 59 for truancy and absconding, 59 for smoking, 81 for "insolence" and 63 for "abuse to staff".

For vandalism, 53 lessons, 59 for offensive behaviour, bullying, 30 for offensive behaviour, such as spitting, 23 for offensive language, 15 for theft, 9 for forgers, 8 for cheating in exams and 6 for gambling.

STOPP has called for the school to be named and has written to Mark Carlisle, the Education Secretary, asking for an inquiry into the use of corporal punishment in Newcastle schools.

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School to work

The Employment Secretary wants to unveil a ten year plan to modernize Britain's training system but he is being held back by the worried Manpower Services Commissioners. Mark Jackson describes the secret plan, drafted by the commission's own officials.

New strategy for industrial training: commission hesitates

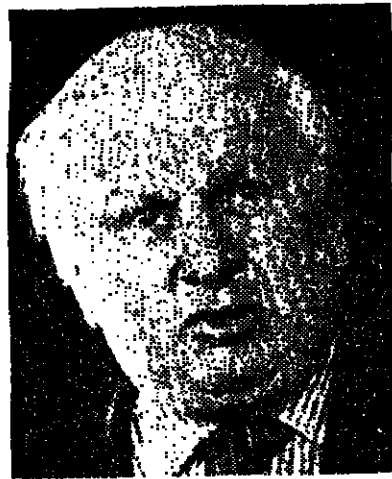
The Government is considering embarking on a 10 year programme to modernize the training system. It would aim at removing traditional restrictions on entry into skilled jobs or training, and would extend formal training to all young workers and to adults.

A consultative paper for issue jointly by the Government and the Manpower Services Commission has been drawn up by the commission's staff and is now being discussed with the Whitehall departments involved in industry and education. As drafted, the paper envisages that the Government, following the consultation it invites, will formally commit itself to achieving specified objectives to transform the training system by 1990. These are:

- an offer of full time education or work with work related training and vocational education to all 16 and 17-year-olds;
- developing apprenticeship "in such a way as to enable young people entering at different ages to acquire standards of skills appropriate to jobs available now and to provide a basis for progression through further learning";
- to open up widespread training and retraining for adults.

The strategy that the paper sets out for achieving these objectives is largely the encouragement by the Government of voluntary action by employers and unions, together with the education service and training bodies. It rejects the idea that the Government should pay for all training or rely on legislation to get the changes it wants.

It envisages that, following the Government's statement of the objectives, the CBI and the TUC will conclude a framework agreement setting out what they expect industries, firms, unions and shop stewards to do. The Government will rely on the unions and employers reaching new collective agreements to remove age barriers



Mr James Prior, speculation looms over 10-year plan.

on entry to apprenticeship, and the replacement of time serving by objective attainment standards rather than legislation. Training boards will have to embark on major programmes to develop new kinds of training, and firms will be encouraged to set up their own programmes, with the public sector employers expected to give a lead.

The proposals, says the paper, face the education service with a major task and the Government and the MSC will start discussing what is needed with the local authorities and with further and higher education bodies. A lot of pressure will be put on the survey by the need to provide further education for youngsters on the proposed one year traineeship for school leavers—which is likely to replace the first year of apprenticeship as well as providing basic training and vocational preparation for the youngsters who at present get neither.

YOP expansion plan gets into gear

The expansion of the Youth Opportunities Programme, announced by the Government when Parliament assembled last week, has already begun. Urgent requests have gone out to the Manpower Services Commission headquarters to its staff and careers departments throughout the country to start hunting down the 80,000 more places that the programme needs to operate on the new scale.

After weeks of cliff-hanging uncertainty—prolonged by Cabinet wrangling up to the last few days—the commission knows that it has got the money it needs to cope with the huge increase in leaver unemployment that it expects next year.

The Government has accepted the MSC recommendations—disclosed in the TES a fortnight ago—for an expansion of the programme to provide room for 440,000 youngsters next year, as compared with an estimated 300,000 this year. It means increasing the average number of places in the programme to between 150,000 and 180,000.

The Employment Secretary has also agreed to the commission's suggestion that YOP should try to find places for all 16-17 year olds

who have been unemployed for more than three months, as well as reducing the waiting period under the guarantee to school leavers. Next year's leavers will get a place within the year. Potentially more significant, at least on paper, is that he has given his backing to the commission's aim of turning the scheme into a serious programme of vocational preparation.

The organizations working with the young unemployed say that they will judge the worth of that declaration by the steps that the commission takes this year to improve the quality of the schemes—and also by the extent to which it carries out its promise to cut red tape and allow those running the schemes more scope.

The organizations are angry that the Government has turned down the commission's request to raise the weekly YOP allowance from £22.50 to £25.

The Government's view is that this is unnecessary now that 18-year-olds, normally entitled to a higher rate than the younger unemployed, can go into the new Community Enterprise programme.

But outside bodies have been

"New approaches to the integration of education and experience elements will have to be introduced in many cases, and these will often require teachers with special aptitudes or training" the draft says.

The traineeship foundation courses would also have to cater for those who start work at 18, who should be credited with any relevant studies they have completed; and who should in some cases be allowed to skip the first year of apprenticeship. The same principle should be applied to adult workers who would be able to start skilled training at any age under the proposals: they should be credited with whatever relevant experience and skills they had gained.

Despite its insistence on leaving employers to carry the main cost of training, the draft leaves open the possibility that, following its consultations, the Government may offer some financial incentives to employers. The paper proposes that National Insurance payments in respect of 16 and 17-year-olds should be remitted at least for those on formal traineeships. And it instances, as the kind of legislation that the Government may consider, the possibility of new rights of access to training and further education.

Mr James Prior, the Employment Secretary, has been hoping to announce the Government's intentions in the middle of next month, but this week it looked as if he would be forced to wait. The Manpower Services Commission's commissioners have warned him that he may prejudice any chance of getting cooperation from employers and unions if he tries to rush things.

But, overshadowing the problems of timing and tactics are real issues that the proposals leave unresolved—how to ensure that training is properly funded and the question of whether to make its provision by employers compulsory.

quick to attack as what they see as the Government's meanness. Clair Short, director of Youthaid, said that it was "hiding behind inflation" to cut the allowance in real terms and John Collins, chairman of the British Youth Council, said that to stay in line with the cost of living, YOP youngsters should now get at least £27.

At an Institute of Careers Officers seminar yesterday, Roy Jackson, the TUC's education secretary, called it a mean decision which, coupled with the withdrawal of supplementary benefit for leavers during the summer months, belied the Government's statements of concern for the young.

Mr Jackson said that if, that meanness, were compounded by a failure to improve the quality of YOP, the whole programme would be at risk. Now that there was less prospect of getting a job after leaving school, young people would judge YOP as an experience in itself; and the unions would expect clear evidence that the programme was meeting the objectives originally set out for it to convince them that it was not simply being used by employers as a substitute for taking on normal staff.

Mr Roy Steadman, formerly head of Pack Mead County Primary School at Halesham, has been appointed head of Cross-in-Hand church of England School near Heathfield, East Sussex.

Judith Stone, who was United Kingdom Director of the International Year of the Child 1979, has taken up the post of executive secretary of the Hammersmith and Fulham Voluntary Services Council.

Mr John Collins, a 23-year-old venture scout leader, has been elected chairman of the British Youth Council.

People

Mr Alan Groves, aged 56, director of education for the London Borough of Hounslow, has been appointed town clerk and chief executive officer for Ealing Borough.

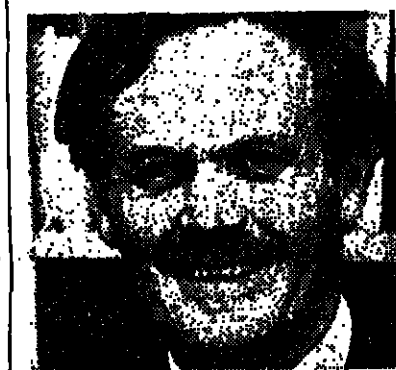
Gateshead Metropolitan Borough Council has appointed Mr Gordon Hainsworth, aged 45, as its director of Education. Mr Hainsworth is at present the deputy education officer for the Manchester Education Authority.

Mr Thomas Hadley, aged 56, will take up the post of chief education officer for Staffordshire County Council, upon the retirement of Mr Albert Riley. Mr Hadley has been deputy education officer for more than 12 years.

Mr Fred Evans, second deputy chief education officer for Cambridgeshire County Council, has been appointed director of educational services for Kirklees Metropolitan Council. He will succeed Mr Ernest Rutherford who is to retire from the end of this year.

Mr Roy Jones is moving from Somerset to Devon to take over the job of senior assistant education officer for schools. Mr Jones, aged 36, succeeds Mr Roy Pryke who recently made the move in the opposite direction to become Somerset's deputy chief education officer.

Miss Jan Hatley, who runs the Devon Zoo Education Service at Paignton, has been made president of the International Association of Zoo Educators.



Mr James Woodhouse.

Mr James Woodhouse, Head Master of Rugby School, is to be the next Headmaster of Lancing College. Mr Woodhouse, aged 47, is succeeding Mr Ian Beet whose appointment as Headmaster of Harrow School was announced earlier this year.

Mr Peter Mainprize has retired after serving technical education and technical teacher education for 24 years, 17 in developing countries overseas, including India, Sri Lanka, Singapore and Uganda. His last post was head of the department of engineering at Wolverhampton Technical Teachers' College.

Mr Saul Ezra, deputy head and director of studies at Trinity School in the London Borough of Newham, has been appointed headmaster of Little Ilford, a multi-ethnic comprehensive.

Mrs Johanna Barker, who is at present teaching at Prior Weston J.M. & F. School in London, has been appointed head teacher of Moorfields Junior Mixed and Infants' School, London.

The Society of Headmasters of Independent Schools has elected its officers: president, Mr S. M. Mitchell; chairman, Mr A. Hill; secretary, Mr A. E. R. Dods; treasurer, Mr G. W. Searle.

Mr John Leonard Thorn, aged 65, Headmaster of Winchester College since 1968, has been appointed as a trustee of the British Museum.

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Professor George Burnett, vice-chancellor of Heriot-Watt University, Edinburgh, since 1974, died after a short illness. He was 71.

Sister Fidelis Gaine is to be the new head of her namesake school, St Fidelis Convent School in Eusa. She was previously deputy head of the school and replaces Miss M. Clayton (Sister Josephine) who has retired.

Mr Michael Clarke has been appointed as a general education adviser for the London Borough of Newham, filling a newly created post involving support for the humanities. He was formerly a subject adviser with the London Borough of Waltham Forest.

Sir Arnold Hall, chairman and managing director of the Radio Middleley Group, has been made Chancellor of Loughborough University of Technology.

Dr Brian Mawhinney, Conservative MP for Peterborough, has been appointed to the Medical Research Council by Mr Mark Carile, Education Secretary. Dr Mawhinney was senior lecturer in medical physics at the Royal Free Medical School of Medicine.

Dr Michael Branch, reader in English language and literature at the School of Slavonic and East European Studies at the University of London, has been appointed director of the school.

Mr John Webster, aged 34, is recently an inspector of schools in Northern Ireland, has been appointed headmaster of St Mary's grammar school, Lincolnshire, in January, 1981.

Mrs Rosemary Cairns, second deputy head at Dunelm Girls' School in Winchester, has been head of Lady Margaret School, Fulham, a Church of England voluntary aided school for 400 pupils in West London.

Mr James Allen, director of the National Bureau for Health Students since August last year, died on August 8. He had worked for a number of charities.

Mr James Moore is the new head of St Anne's Special School, East Sussex, to replace Miss Watling, head of the school since 1960. Mr Moore was deputy head of the Red Lodge day school for educationally subnormal children in Hampshire.

Mr Christopher Thompson is the new principal of Claverham Community College in Battle, East Sussex, to replace Mr Peter Cresswell who retired after 21 years as principal and who is the new warden of the Pestalozzi Children's Village.

Mrs Lesley Hodge is the new mistress of Robert Mitchell special school in Bexhill, East Sussex. She has been deputy head of the school since September, 1974.

Mrs Margaret Mann, aged 42, who is present head of Highbury High School, will become head of the new school for girls created by its amalgamation with nearby St Burne School next September.



Mrs Margaret Mann

The new chairman of the Council for Educational Technology is Professor John Clifford West, vice-chancellor of the University of Bradford, who is an electronics engineer. He is a former member of the University Grants Committee.

He will succeed Mr John S. chief education officer of Staffordshire on November 1—the same day as Mr Richard Pothorpe of the new job and director of the Council's Educational Technology programme in schools and colleges.

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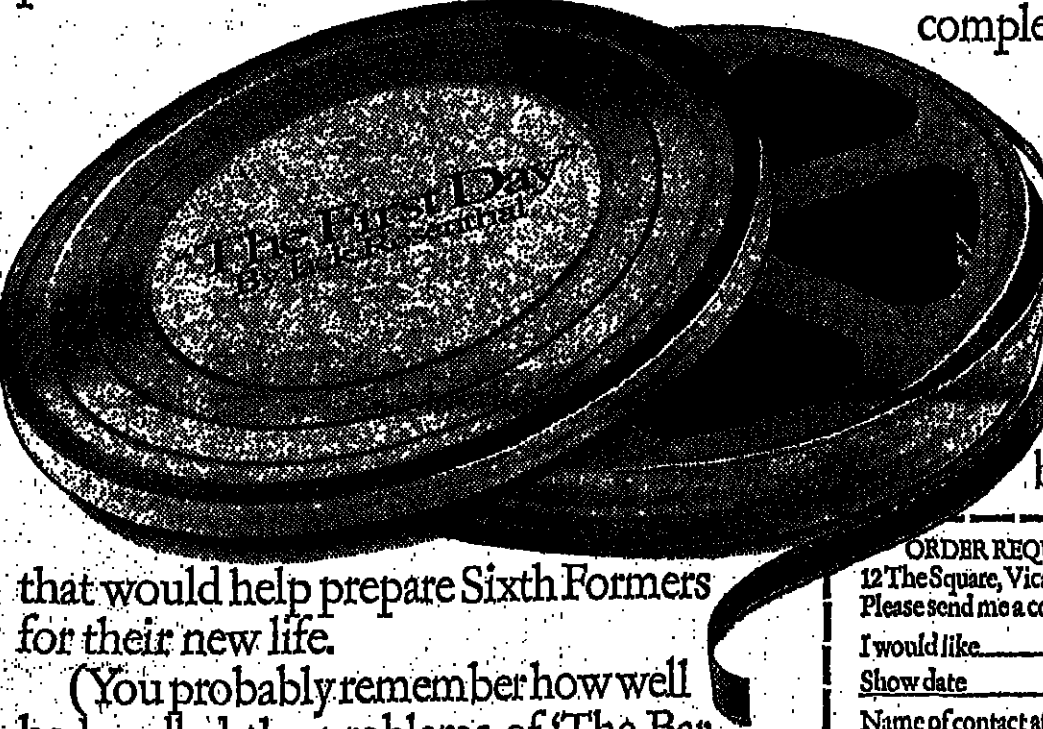
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OVERSEAS NEWS

France

Vincennes move marks the end of an era

by Jane Jessel

PARIS The University of Paris VIII began its new year last week with a new name and location.

France's most controversial university was formerly known as the University of Vincennes and was a product of the 1968 student protests. It was set up as an experiment to provide a university education for students of all ages without the need for entry qualifications. About two-thirds of its students lack the baccalauréat.

It has had a frequently stormy past, which continued this year when its President, Pierre Merlin, resigned after protesting students had locked him in his room for 13 hours (TES March 21).

In future it will be known as the University of Saint-Denis, after the

dreary north Paris suburb to which it has moved. The ultra-modern, purpose-built complex is architecturally very different from the old buildings and has rather less capacity. There are 200 classrooms at Vincennes, to accommodate the 28,500 students who have enrolled this year (a drop of 10 per cent over last year). The only eating facilities currently planned are a self-service restaurant with seating for 1,200.

But there is no possibility of a return to Vincennes. Jacques Chirac, Mayor of Paris, and Alice Saunier-Selid, Universities Minister, who was responsible for the move and who has been publicly critical of Paris VIII, acted quickly. The last building on August 27. On August 28 the bulldozers had already started demolition.

Finland

Less sleep, fewer chores

by Donald Fields

HELSINKI Researchers at Helsinki University's Institute of Education have found that Finnish schoolchildren are staying awake longer, completing their homework faster, and helping their parents less than their forebears did 40 years ago.

Data for 1938, 1954 and 1975 indicate that several trends in pupils' spare-time behaviour are gathering momentum. Between the last two days examined, the amount of time devoted to homework declined by 30 per cent and time spent on household chores went down by 27 per cent. In 1975, 77 per cent of children did not lend a hand in the home, while 27 per cent skipped their homework.

But the students are tending towards starting their homework immediately after returning from school.

Television has been the critical factor in the change of time-giving to "entertainment", a broad category including films, handicrafts,

reading, travel and youth clubs, which has become more important than traditional sports and games. Children are going to bed about 45 minutes later than they used to, and this trend is most pronounced among adolescents and adults.

Religious activity away from school has almost completely petered out. Only children, in general, and only girls in particular, are more diligent than others with their studies, while willingness to do housework varies in direct proportion to family size.

Class differences in the use of spare time are not strongly marked, and there are remarkable similarities between town and country.

The director of the research team, Professor Matti Koskenvuo, said: "The changes in pupils' out-of-school behaviour should not be looked at in isolation. They accord well with the social development of Finland since 1938, including the trend to smaller or broken families, the rise of the mass media, and more centralized and larger schools."



Mexico

Development held back by illiteracy

by Emil Zubryn

MEXICO CITY Only one in three Mexicans of school age attends classes, and development in oil-rich Mexico is now hindered, not by money, but by the poor education of its population.

Most Mexicans have only three years schooling. About 90 per cent of pupils fail to complete the six-year basic study cycle. Seventy-five per cent of pupils who start secondary schooling fail to finish their studies.

In 1974, 10,500,000 children began primary instruction, but only 1,200,000 finished their basic schooling. Of the two million secondary pupils who enrolled in 1977, only 500,000 completed their studies this June.

In an attempt to boost literacy levels of Mexicans, Mr Fernando Solana, the Education Minister, announced recently a scheme to sell adult reading primers through state outlets. But a runaway inflation rate of about 30 per cent means that many Mexicans are hard-pressed to buy even basic necessities, and the books are unlikely to be bought on any scale.

Denmark

Diplomatic row erupts over Basque radio programmes

by Christopher Follett

COPENHAGEN A diplomatic row has blown up between Denmark and Spain about three Spanish-language educational radio programmes produced by Danish Radio for the Danish Ministry of Education.

The last of the three controversial schools broadcasts, in a series called El País Vasco Basque Land, and focusing on life in the troubled northern Spanish Basque province, went out on the air last week and provoked a strong protest from the Spanish Embassy here.

The Spanish Ambassador to Denmark has returned to Madrid for consultations with his government.

The Spanish Embassy criticized the programmes and a booklet accompanying them, for being biased against the Spanish Government and in favour of the ETA, the Basque separatist movement.

The programmes described the history of the Basques, and their repression at the hands of the Spanish authorities. They featured opposition and anti-government

groups, representatives of the Basque anti-atomic energy movement, and of feminist and other dissident movements. The programmes were produced by the Spanish authorities described in an interview with the celebrated doctor and author Senora Eva Forest and her husband Senor Alfonso Sastre.

According to Mr Harald Engberg, Peteresen the head of Danish schools broadcasts, a report is now being prepared in consultation with the Ministry of Education in the three programmes. Mr Engberg Peteresen denies that the broadcasts were partial to the Basque separatists.

During a visit last week to Madrid in connection with the European security meeting, Mr Kjeld Olesen the Danish Foreign Minister reportedly told his Spanish counterpart Mr Jose Pedro Perez Urdaz that although the broadcasts were produced by Danish Radio, he has a state monopoly, for the Ministry of Education, they did not reflect the opinion of the Danish Government, which was in any case powerless to ban the programme.

The Netherlands

Live longer: become a teacher

by John Richardson

THE HAGUE The time teachers take off for sickness is about half the sickness leave taken by the Dutch working population as a whole.

The average rate of absence, due to illness, for educational staff in 1978/79 was five per cent of work-days, whereas the absence rate for the whole working population has risen to more than 10 per cent.

In education, as in other fields, women take more sick leave than men. Male teachers have an average sickness leave rate of 4 per cent and female teachers a rate of almost 6 per cent.

A Leyden University research group, which has been investigating this and other aspects of staff

absences for the Ministry of Education, has thrown up some interesting findings.

The highest rate of staff absence, 7 per cent, is in infants school, while the lowest rate, 4 per cent, is in junior schools. Forty-two per cent of teachers do not miss a single day in junior schools.

Older teachers are absent from school less frequently than younger staff but stay away for longer periods. Unmarried teachers are absent more often than married colleagues.

The more senior the position held by staff, the less likely it is to be absent due to illness. At the same time, teachers in town schools were ill more often than teachers in the country.

OVERSEAS NEWS

United States

First move against busing could herald retreat

by Clive Cookson

WASHINGTON

Congress has voted to bar the Justice Department from seeking court-ordered busing as a remedy for school segregation. Conservative hopes and liberals fear that the move portends a full-scale retreat from the civil rights legislation passed during the 1960s and 1970s.

In its first vote after the elections, the Senate agreed 42-38 to add the anti-busing provision to a Bill funding the Justice Department for 1981. The House of Representatives has approved a similar amendment earlier this year.

This action was taken by the old Senate, including members defeated on November 4, which returned to Washington for a final "lame duck" session to finish off uncompleted business. The newly elected and markedly more conservative congress does not convene until January.

But the effects of the election's rightward jolt were felt immediately, as conservative Republican Senators Strom Thurmond and Jesse Helms persuaded their colleagues to add language to the Justice Department Appropriations Bill that would forbid the department "to bring any sort of action to require directly or indirectly the transportation of any student to a school other than the school which is nearest the student's home."

They claimed that the landslide victory of Mr Ronald Reagan, a long-time opponent of compulsory busing, was a mandate to end the process.

Attorney General Benjamin Civiletti warned Congress that President Carter, who remains in office until January, is likely to veto the whole Justice Department Appropriations Bill because he finds the anti-busing language so offensive. Mr Civiletti and other lawyers are also saying that the amendment may be unconstitutional, because it would prevent the Government enforcing past civil rights acts and the American Constitution's guarantee of equality under the law.

Even if Mr Carter exercises his veto this time, the next Congress seems almost certain to produce similar legislation to stop the Government promoting integration by school busing. Strom Thurmond will be chairman of the Judiciary committee in a Republican-controlled Senate, and a new member of the House of Representatives will be Mrs Bobbi Fiedler, an anti-busing activist on the Los Angeles school board who capitalized on the resentment against court-ordered busing in the city to defeat Mr James Corman, a respected Democrat who had held the seat for 20 years.

And Mr Reagan says he will be delighted to sign such legislation as president. "I want everyone to understand that I am heart and soul in favour of the things that have been done in the name of

civil rights and desegregation and so forth", the President-elect said last week. "I happen to believe, however, and have for a long time—and I think that a great many of the black leaders agree also—that busing has been a failure."

Whatever Mr Reagan may think black leaders believe, the fact is that most of those who have chosen to speak out on this issue have called on President Carter to veto the Justice Department Appropriations Bill. For if the controversial amendment is interpreted strictly, the Federal Government will have to stay out of virtually all school desegregation cases.

Whatever happens, private individuals and civil rights groups will still have the constitutional right to seek a court order to integrate racially segregated schools. And judges will still be able to order mandatory busing. But very few private organizations have the financial and legal resources to take on a long and expensive court battle without assistance from the Government.

As the Washington Post said in an editorial, "the ultimate irony of this first legislative thrust by the lame duck Congress is that almost no one is advocating any longer the massive busing of students to achieve desegregation. Disillusionment about its usefulness as a solution to segregation has set in, and it is generally regarded as a remedy of last resort, one that trial judges have been told to use rarely and with great care."

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New Zealand

Parents dig deep into own pockets

by Lindsay Hayes

New Zealand parents are footing more of the bill for their children's "free" secondary school education and parent-raised funds previously used for the extras are now spent on running costs.

These are two of the findings of a major survey on secondary school funding by the Secondary Schools Boards Association and the Post Primary Teachers Association. The survey is an attempt to substantiate long-voiced allegations about deteriorating school finances, in an attempt to persuade the Government to change school funding methods.

But the PPTA and SSBA have failed to convince the Education Department that their case is justified, and its director of school finances, Mr Murray Burns, believes it is not yet proven that parents are being forced to pay more for the running of schools.

The survey committee has turned up a host of figures which it says show that parents are meeting the shortfall in government grants and operating costs.

The figures include the disparity between the increase of 74 per cent in the general expenditure grant (from 1975 to 1979) and rising costs in the areas the grant supposedly covers. These include a 114 per cent rise in classroom materials, a 125 per cent increase for repairs and maintenance materials, and a 122 per cent hike in administrative costs.

The survey also reveals a 246 per cent increase in the fees charged by schools for the "take-home content" of work, like woodwork.

Mr Burns, in reply, pointed out that the Government did not provide for extra school equipment or its running costs, and some schools were trying to spread their general expenditure grant into the area of "extras".

But Mr Derek Wood, who headed the survey committee, said it is the parents' contribution to the running costs, not the extras, which is the issue.

"The Government has got to say whether it is in the business of funding a free education service for all, or whether it expects parents to pay for classroom education," Mr Wood said.

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File booklet from The Times, 27th Nov. 1980, p. 107. 80p. (includes 10p. p.m.)

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EAST GERMAN SPECIAL REPORT

● Bert Lodge on the 'no nonsense' GDR education outlook Full Marx

"Of course they start teaching a full timetable as soon as they arrive from college to their first job. Induction training? They've just had four years' training, haven't they? What do they want any more for?"

It could have been one of the Rhinelanders, 20 years, gained a Heseltine of hair and the words were rolling out not in the English of Heidelberg but the German of Thuringia.

The assistant education officer of Leipzig was explaining to six visitors from Britain the East German education system.

He got to another bit Rhodes would have relished: special academies to which the top 7 to 10 per cent of pupils are whisked away at 16 to be "extended" for two years. The glee with which Dr. Boysen runs this blatant example of elitism—and in a Communist country—up the nostrils of his left-wing opponents never lessens.

These *crème de la crème* can easily have been in the state's nurture all their 16 years. In a crèche attached to a kindergarten which in turn fed a nearby factory, the young round loins that could not have been more than two months old (with a pin, incidentally that would have killed up a Gordon Highlander).

The doors of that crèche are open at six in the morning. By half past, 20 or 25 customers are already there and before dawn on a winter morning its 56 places filled. In a country proud to have more women than men in full-time work, six out of ten babies spend their mothers' working day in a crèche and by the time they are three and have transferred to the kindergarten the figure is nine out of ten.

School proper begins at six years of age (it also begins at 7.30 a.m. so that we can catch the schools' television programme). The length of stay in these polytechnic comprehensives is 10 years—not quite so revolutionary a concept of continuity as some admirers of the German Democratic Republic, which more than 10 years ago was the first of its kind in the world.

For nearly all the first half of this century children in England went to school, the same one, from 4 to 14 with the high fliers selected and separated roughly half way through. Today in the GDR they are in the same school until 16 with the high fliers selected at the end. But the polytechnic provision is impressive. It makes our "work experience" laughable.

At every school in the country are the 600 to 800 pupils file through the entrance hall they are confronted with a mural of the GDR's red background of Lenin memorabilia, usually including those famous pictures of him brandishing his fist at some historic congress surrounded by bandoliered workers, or perched on the locomotive harnessing the trains to him immediately after arrival at the Finland Station.

From every classroom wall Erich Honecker, the country's boss who spent 10 years in Nazi jails, observes the lesson just as the reigning monarch used to, and still does here and there, in this country.

A biology class to 15 and 16-year-olds was about genetics and mutations. "Lab" was a mite ambitious to describe a classroom with only one, Honecker and a few cages of flora and fauna. But the teacher made up for it. Fortyish. In this country he could well be imagined as a founder member of the N.A.S.—and not just on the strength of his rather lengthy, or lack of, of his back-muscles.

The 233-hour Marxist-Leninist studies obligatory in the four-year teacher training course were not apparent, although an overhead projector he used of a defuncted forest in Vietnam provided an opportunity he did not let pass by to get in some "anti-imperialism".

He was capable, confident, enough natural authority to be amiably relaxed with his 19 pupils (and undoubtedly to either his English observers or the fashionable heuristic approach to learning. He stood out in front knowing his stuff and at the end of 45 minutes they



Young weightlifter in action at a new sports centre in Leipzig.

were expected to know it too. It was a pleasure to watch a pro at work.

The syllabus is determined and directed from Berlin of course, just as Nell Kinnock likes, and for teaching it, Herr Biologio would have started on scale one at about £2,400 a year with 12 increments to come, at least yearly intervals, to a maximum of about £3,500, assuming no promotions.

If it does not look much—and it was to go up soon—it has to be set against a cost of living based on the principle that the necessities of life must be cheap (meats are no more than 7 to 10 per cent of income; a train ride any distance in Leipzig, 5p) and anybody decadent or daft enough to want luxuries can pay a lot for them (though meals in restaurants are cheap, less than a pound except in pretentious places). Moreover, the first third of a teacher's salary is tax-free. "The social composition of the GDR population is approximately identical with the social composition of students. . . . This shall continue to be a reality." A drastic review of policy would have to take place if imbalances cropped up. . . . In other words, "We'll decide how many do what."

In any case, Marxist-Leninist figures on all syllabuses whatever their discipline. And a year before their finals most students know where their job is going to be.

For students who were not selected at 16 and went on to vocational training, a smoothed-out route to higher education via correspondence and night school has been laid and along it pass as many as a quarter of the total number of graduates.

Full-time students on their grant of about £50 a month but in heavily subsidised lodgings are expected to stay at it. They are expected to be diligent.

Altogether, much here to appeal to our own under-secretary. There is another, more vicious attraction: education up at that level in East Germany is considered worthy of a completely separate ministry. Over there it would be Herr Doktor Boysson, Minister for Ober Education—achtung!

Those pupils walked out of the

biology class to go right out of school to a nearby factory (had it been in a rural area instead of industrial Leipzig, it would have been a farm). Being in the final year they were going to do half a day on the workshop floor and not just standing at a craftsman's elbow but producing something themselves.

Their instructors are from the shop floor but chosen for their aptitude at teaching their trade. By the final year it is quite common for goods to be despatched from a warehouse (by pupils, of course) bearing the pupils' group number so that any question of quality can be referred back to the "manufacturers" (pupils, of course).

Then at 16 all but the few who have been selected for the extended secondary school, start vocational training full-time for the next two years.

Even jobs like barman or waitress—jobs you could walk in off the street and get in Britain—require full-time training in East Germany. And it shows in the way they are done.

Meanwhile, those 7 to 10 per cent selected are being pushed toward the Abitur, the qualifying exam for university but in which continuous assessment counts for more than final exam results.

Before the nods of approval to come too emphatic it has to be added that this assessment is a very wide one. Final decision on university entrance is made by a commission of not only academic staff but also trade unionists and the Youth Movement leaders. Desirable "social attitudes" are sought and may not be found among applicants with a record of political indifference or explicit Christian affiliations.

As to what they study, there is no room in the socialist vision for the corduroyed itinerant saintly down whatever corridor of learning takes his fancy. As an official English language handbook, *Learning for Living*, puts it: "The social composition of the GDR population is approximately identical with the social composition of students. . . . This shall continue to be a reality." A drastic review of policy would have to take place if imbalances cropped up. . . . In other words, "We'll decide how many do what."

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Those pupils walked out of the

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The Art of Course English



Penny Simon

As part of a seconded stint with the Wiltshire Advisory Service, I have ploughed through more than 250 secondary English coursebooks. The object was to publish a review and guide for Wiltshire schools before, like Amadee's corpse, the growing piles of books finally burst through the door of my back bedroom and overwhelmed me.

I have now finished. It was a monstrous and dull task, punctuated with those moments of absurd hilarity which "only an English textbook can bring." In front of you there is a leaf. It has fallen from a tree (surprise, surprise). Look at it carefully. Note the mixture of colours—the last of the green, the russet-brown, the faded yellow (how could he be so sure?). Describe the leaf. Say what it looks like. Crush it in your hand. . . .

I chose to review those books that purported to provide either a complete English course or a very significant part of one. This omitted books dealing with purely technical matters, books of comprehension tests, examination crammers, and sourcebooks which did not contain suggestions for work. Falling into the chosen category there were about 80 titles of between one and six volumes—59 books in all.

The widest possible range of approaches was evident: some consisted merely of exercises, interspersed with the "idea" for extended writing. Others took a more open approach and presented a wide variety of materials and of suggested approaches, including talk, drama, making and doing. In between these fell a large number of series which were trying to please everyone.

Enter Ridout

If a teacher is prepared to spend a few minutes looking for it, then a coursebook should be available that pretty well fits with that teacher's approach, and that would include the romantics who "look back to the years immediately after the Second World War when English was English and we all knew where we stood." The years of English today when a young man called Ronald Ridout first emerged as a major influence on English teachers. And if you like it that way, then the impression, masquerading behind the "back cover," but fundamentally unchanged, was published last year—32 years after the original impression.

Chapter 11 ("Second Term") of book one contains a lively article on architecture, beginning with the sentence: "Hitler hated flat roofs." The inevitable list of comprehension questions has been upended. Or what is it significant that Hitler hated flat roofs? (my italic).

Incidentally in one of his more recent coursebooks *English Now* Mr Ridout says that, for the majority of people, "To attempt to help such people to improve their English by teaching them formal grammar is . . . not merely educationally unsound, but likely to do actual harm."

Since 1947 the trends have come and gone and authors have reflected them in the frantic search to hit on the popular approach, to strike gold. The attempt to bring reality to the classroom, brought *English Through Experience*; the emphasis on fun in the 1960s delivered a host of "Enjoying" and "Pleasure in" Englishes; the Bullock Report with its emphasis on the centrality of language, gave uneasy birth to a host of language-orientated books generally with purposeful flavour such as *English for Living*.

The back-to-basics movement of the later 1970s (stimulated by the "Great Debate") turned this into a more functional affair: *English, You Need*, and *English at Work*.

The publicity blurb for "Positive English" (Albert Rowe, of *English Through Experience*, and, would you believe it, Ridout) triumphantly cackles: "A back-to-basics English course . . . offering . . . a step by step approach to grammar and language skills . . . numerous exercises, talking together . . . sections and revision tests ensuring a thorough coverage of the course." The wheel has come full circle.

But I do not believe that teachers will be taken in. A glance at an inspection copy will reveal the deadening nature of the authors' interpretation of English. For the approaches of such books, and many others like them from 1947 onwards, are based on two beliefs which I would vigorously challenge.

The first is that grammar, spelling and punctuation are the "basics" (note the phrase "foundations of English") without which little can be achieved—they can not really write a sentence until they know what a sentence is. An alternative view, which I am convinced is right, is that the basics are the child's capacity to use language flexibly in various forms, whether in talking or writing, and that once that foundation has been laid then the important and necessary brickwork of correct spelling and punctuation can be built.

The second belief is that competence in language is a step-by-step affair. One proceeds from point A to point Z by a series of processes in strict alphabetical order. First come words, then simple sentences, then paragraphs, then stories. I lost count of the number of times I read in introductions of "a systematic approach" a "step-by-step approach" short graded exercises giving the satis-

faction of rapid progress". The mistaken attitude is that once a competence has been displayed in a short exercise (and revised once in the final chapter), then it is mastered for life.

At times this mechanistic approach to language development spurred the authors on to use images such as the following from *First Year English* (Black and Wood). "If a motor-car is not running properly, we have to find out which part is at fault. . . . To do this, we need to understand what the main parts (such as the carburettor, distributor, sparking plugs and so on) are for, that is the work and function of each part. So it is with sentences. Is it, Messrs Black and Wood? I doubt it.

Dancing wildly

The extract above points to another common problem: who are textbooks for? How are they meant to be used? Are they a manual of programmed learning aimed at the individual? Are they a handbook of suggestions for classroom directed to the teacher and to be interpreted by the teacher?

Many textbook writers have not resolved this dilemma and this leads to this kind of statement from *The Art of English*: "Your teacher could split the class into groups and each group could measure part of the school. When you have done this, the teacher could put the plan on the blackboard and everybody could put a copy of it in his or her book."

Brian Merrick unearthed another gem in a 1974 survey, from *English First*. "Imagine you are members of some primitive tribal community celebrating a victory or some other happy event. Dance for one minute as wildly and ecstatically as you can, making suitable vocal noises." Merrick adds: "We have to imagine that the child will get up from his desk (where else do you use a textbook?) and perform his wild and ecstatic dance in the aisle."

The better textbooks are more clearly directed to one audience or another. I prefer those that are aimed at the students themselves—but not in any patronizing and joky way ("Now don't go mistaking the colon for the semi-colon, the colon is two wormholes; and the semi-colon is a wormhole and a worm! Do you see?"). Nancy Martin in *Oxford English Sourcebooks* provides a model of a clear, respectful, and sensitive pupil-directed book.

Linked with the problem of tone is the age-old one of language level. At least a third of the books reviewed had a language level that was far too difficult for a significant part of the target age-range.

Pat Jones on a study of 60 English secondary courses, and what it revealed about trendy approaches to the teaching of English over the year

Signposts to English Five (written for a wide ability range in the lower secondary school) has the following unpunctuated sentence as part of an exercise: "Do you know what the most depressing sight for a dedicated teacher is? It is not noise or rowdiness however infuriating that may be. It is a lack lustre eye a drooping posture that says 'I'm not interested in this boring'."

One major problem in using any coursebook is that all the ideas are in the same book, distributed week after week. Even though the layout and graphics of coursebooks are beyond the quality most teachers can manage, I still feel that the ideas would work best if adopted by the teacher, reworked and presented to the pupils with the kind of commitment that comes when material at least seems like your own. For though it is tempting to view the coursebook writers as guardians of the most sound and respectable models of how English should be taught, to one is better placed than the class teacher to judge which is the most effective approach to English for a particular group of children.

At the end of a rather negative-sounding article I say that most coursebooks do contain at least a few good ideas—and some are rich in them. Three books emerge as "best buys": *I liked Language in Use* (Arnold) for its flexible format, the economy of its approach (only one copy needed per teacher), and because it is packed with good ideas. *Excellence in English* (Hodder and Stoughton) is one of the best of the traditional-seeming textbooks, because of its open and wide-ranging approach. And try *English Part One and Two* (Murray) for a cheap (£1.15), lavishly illustrated, durable and lively series.

But if my survey can do some good, it will not only point towards good coursebooks, but encourage teachers not to adopt any course wholesale, but to use a variety of books as resources for good ideas. Single copies or half-sets can suffice.

Meanwhile, I can picture the professional coursebook writers devouring the latest Government report to discard the trends for the eighties. Given the latest industrial trends, how about *Unemployed English* as the next winner?

Pat Jones is an advisory English teacher in Wiltshire. The complete survey, including a short review of each series, and a "Which?" style instant guide, will be published shortly. Copies can be obtained from Pat Jones, The Wiltshire Centre for Language in Learning, Sanford House, Sanford Street, Swindon SN1 1QH (cheques payable to Wiltshire County Council).

features

In the club -and out of sight

Pregnant schoolgirls are an embarrassment many teachers (and parents) prefer to be kept out of school. Here Leonard Davis describes

what is happening in the United States, where 30,000 girls under 15 get pregnant every year.

And Sarah Bayliss describes a successful scheme in Avon.

Pregnant teenagers are often an embarrassment. Their presence in school cuts sharply into the value systems of most adults. They make a public statement about earlier sexual activity, forcing people to discuss their condition. Teachers, parents, administrators and fellow pupils are emotionally challenged to a degree unknown in other areas of school management, pupil control and pupil care.

The fact remains that babies are being born, and will continue to be born, to girls of 17, 16, 15, 14 and even younger, in environmental and emotional circumstances which give the newborns fewer chances of thriving. Their young mothers are loaded with layers of guilt and fear, and the gates leading to equal educational opportunities close abruptly. Present attitudes and approaches perpetuate the cycle of deprivation in a manner which we decry in general reflections on policy for the care and education of children and young people.

Each year there are at least 5,000 live births and abortions for girls under 16, and double that number for 16-year-olds. The latest research by Christine Farrell (*My Mother Said... How Young People Learned about Sex and Birth Control*, Routledge, 1978) indicates that one girl in eight has sexual intercourse before she is 16—a total of 40,000 a year.

We might learn something from America, where some states, teachers and administrators have been asked to change their attitudes, and even required to do so by law. Traditionally, in the US, the

extended families of pregnant black teenagers have often taken in the child of a young mother without too much difficulty.

White middle-class American families would more likely send the girl off on some pretext to a distant relative or friend. Later, the young child would be introduced into the family as a "cousin" who needed rearing by the girl's mother or grandmother—with possible identity problems for the child when it discovers that the "sister" is really its mother.

These days the level of acceptance in black inner-city communities is even greater. White middle class families are more likely to acknowledge the relationship between the young mother and her child, and help by providing a home for the girl and her infant. And more and more schoolgirl mothers want to keep their babies—adoption is not as common as it once was. The US has almost been brought to a standstill, except in special cases such as handicapped children.

It is important to grasp the size of the problem in the US. Each year more than one million 15 to 19 year olds become pregnant, one-tenth of all women in this age group. In addition, some 30,000 girls younger than 15 get pregnant annually.

Policy towards pregnant schoolgirls varies from state to state. But the fact that in high schools in some of the most deprived city areas one out of six girls may become pregnant during a school year has moderated attitudes and led to calls for action in many areas. Furthermore, federal regulations now guarantee equal educational opportunity to pregnant

The Unit for Schoolgirl Mothers in Bristol was set up almost seven years ago. It was a bold move by Avon education authority, prompted by a senior adviser who felt young teenagers who kept their babies were often extremely isolated. The aim was to continue education for girls up to the school-leaving age and to provide nursery care for their babies. It recognized that all too often such girls found it impossible to go back to conventional schooling and, in spite of home tuition, were missing out on educational opportunities.

At first the unit was based in one big room at nursery school and took girls after their babies had been born. The staff—two part-time teachers and one nursery nurse—soon discovered that many girls had dropped out of school in the very early stages of pregnancy, had a big gap in their education and were poorly prepared for parenthood. "It was really very hard to get the girls into the habit of working again," said Sally Bagnall, a teacher who with her colleague, Frances Hudson, has worked at the unit since it opened. "We thought that girls should start here before they had their babies."

In 1976, with the help of a mobile classroom, the unit could broaden its

approach and began to take in pregnant schoolgirls alongside those who had already had their babies. Today there may be as many as 16 girls in the classroom in various stages of pregnancy or with babies—up to about 10—in the nursery. Over the years 130 girls have been on the unit's books.

Generally the unit takes only those girls who have decided to go through with their pregnancy and to keep their babies. Parents, schoolteachers, social workers and educational welfare officers are the people involved in counselling pregnant teenagers in the early stages. Ann Burridge, Avon's senior adviser in social education decides what educational provision there should be in each case. She refers girls to the unit if they want to keep their babies and if they live within the boundaries of Bristol city.

A few girls can—and want to—go back to their own school after the birth. Girls who live outside Bristol are given home tuition, as is the general practice in education authorities. The Bristol unit may be unique in combining nursery care for babies with education for their young mothers. Only a handful of the 104 education authorities have special units for pregnant schoolgirls, and most do not

In the mainstream

Leonard Davis

schoolgirls under Title IX of the Education Amendments of 1972, Section 86.40.

What does this mean in practice? As you walk around high schools in the US you may well see a number of pregnant girls receiving their education alongside other students. Apart from non-participation in contact sports, a girl student can only be excluded from activities on medical grounds. If, therefore, she wishes to continue as cheerleader or to play basketball in the seventh month of her pregnancy (and these are recent examples of girls asserting their rights) she may do so.

Alternatively, some states have special centres with 70 or more places where girls may elect to go at any point during their pregnancy (and stay for at least six weeks after the birth of the child). There they get uninterrupted education and are prepared for the adjustment which parenthood will require. The centres are non-residential and the girls deliver their babies in local hospitals. Later the girls are able to return to their own high schools.

Before and after

Sarah Bayliss

provide care after the birth.

Ann Burridge and the unit's staff say it is impossible to generalize about the personal, social and class backgrounds of girls who want to keep their babies. Most are over 14 years old and have not had an easy life at school or at home. A sizeable proportion have been truants and low achievers at school. Some have deprived homes and those that have not have often experienced a shock such as a death or divorce in the family.

To ease the way, girls are usually taken on an introductory visit to the unit, sometimes accompanied by a parent. They are put on an attendance register, just like in any other educational establishment. Then five mornings a week a county council bus calls at their home and takes them to the unit.

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A curious thing happened when he went back to a school reunion recently ("my school was a place for turning the sons of commercial travellers into young gentlemen": he was remembered, everyone assured him, as someone who had been brilliant. "It's absolutely untrue! If I were remembered at all it would be as a Rugby player—I was quite good."

"My school career was really rather extraordinary, because it's not the sort which you could have now. I'd been quite progressively brought up and then gone to an extremely conventional school, and I simply fell across the authority system and did hardly any work. I failed my A levels, got an Open Scholarship, and then failed my A levels again! I was just unable to work with any seriousness until I got to university. But then I did—I found it all marvelous."

At Oxford he read philosophy and psychology and loved, in particular, the exhilaration of arguing with brilliant philosophers with whom he basically disagreed. And he went from strength to strength. "There were still friends who were saying, 'A PhD—Doctor Hudson—it's a farce!—A Fellow of King's—outrageous!'. But I found that if you go straight ahead you can find things out, make discoveries, in a way that some people seem oddly inhibited about. To this day I see people around me who are vastly cleverer than I am, caught up in what I think of as ritual academic observances. I have no inclination for that at

all."

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When he carried the inquiry further in *Frames of Mind* Hudson found the relationships between intelligence, special aptitudes, creativity, and motivation to be extremely complex (in particular, when the children were asked to answer the test questions in the persona of an "uninhibited and bohemian artist, they wrote with a quite different degree of fluency—and considerable obscenity"). One might expect, since his work has shown that two drastically opposed ways of thought can be fostered quite early in school life, that he would be opposed to specialization.

features

One aim is to reduce the risk for young mothers and babies. It is well known that antenatal care is likely to be deficient for young unmarried mothers-to-be, and that infant mortality is highest in these cases. Very young mothers have a tendency to suffer from high blood pressure; to experience prolonged and difficult labour; to produce underweight babies; and to bear children with more than average brain and nervous disorders.

It is desirable that they should be kept in the mainstream of education, encouraged to use the full range of medical services and given continuing educational opportunity. Limited home tuition offers little compensation. Research in the United States also shows that single teenage mothers who are forced to drop out of school and fail to receive appropriate antenatal care and education are more likely soon to become pregnant for a second or third time than girls who stay secure within the framework of the system.

Sharon Elvidge of the Illinois Department of Public Health points to the need to think about the fathers, too. Sometimes they may attend the same school, and although they may not wish to marry, they do not necessarily want to deny their responsibilities. But it is even harder for adults to recognize the needs of young fathers than those of young mothers.

I become increasingly convinced that we must recognize the rights of pregnant schoolgirls both to continuing educational opportunity, preferably at school and to "special" social and medical education.

Evidence from the United States suggests that having pregnant peers in their classroom does not encourage additional sexual activity among other girls.

The arguments that the girls themselves do not wish to stay in school do not always hold water. Other girls may be able to offer support and elements of normal living in what is undeniable a stressful time for any teenage girl. I fear that adults, embarrassed by the presence of a pregnant schoolgirl, are more likely to create pressures.

An important publication last year, *Pregnant at School* (National Council for One-Parent Families) needs more publicity. It states firmly that: "The policies of local education authorities and schools should be to encourage a girl to continue her education at school for as long as possible during pregnancy. After the birth of her baby, she should have the opportunity of returning to her own school."

We are moving into a difficult era. We need to face positively the consequences of here-to-say sexual activity among young people and to design services which have as their primary focus the educational rights and physical and emotional needs of young mothers and their children. I have every confidence that if we make this adjustment, then the age-old taboos and fears will be given a new perspective. It will allow adults to realign values and demonstrate the care and concern which in too many people's lives remain at the level of empty words.

for 9.30 am returning them at about 3 pm. They have the usual school holidays. For some girls attendance is sporadic; there are hospital visits, mother or baby get ill and girls still living at home are sometimes kept away to look after other members of the family. But others have a perfect attendance record.

The unit has a timetable with typing, maths, English, cooking, craft and child care as the main subjects. "We concentrate on the basics and on life skills",

said Frances Hudson.

There is emphasis on antenatal preparation with weekly visits from the unit's own health visitor. A physiotherapist, doctor and midwife are all regular visitors.

What the girls learn in practice they follow up in a CSE course in child care. Most visit the labour ward at the local maternity hospital.

"We do try to iron out some of the

bugs and fears about having a baby and make the best of what has happened," said Sally Bagnall.

If girls are fit enough they attend the unit until the day their baby is due and return when their new baby is just six weeks old. At lunchtime girls are responsible for feeding, changing and playing with their children in the nursery room.

Jill Wise and Clare Marton, both nursery nurses for two years, watch over the babies' progress acting as friends as well as teachers.

"We just hope that by nagging at them a bit and showing them what they can and should do, they get into the right routine. It's remarkable how well they all cope," said Clare. A poster about contraception saying "Safety Warning—it could happen to you again" seems incongruous on the nursery wall. But contraception, as well as health and hygiene, is a "per subject". Two girls in the unit's history have conceived again before their sixteenth birthday. "Whether or not they intended to get pregnant in the first instance we encourage them to think that a second pregnancy so young would be a tragedy," said Clare.

The day I visited the unit the atmosphere was calm and very friendly. There

are periodic difficulties with disruptive girls which can be exacerbated by the irregular arrival of new girls. About two girls a year get married on their sixteenth birthday, before they have left the unit. Several more marry soon after leaving. Old girls are invited to come back for lunch (a school dinner) the first Wednesday of every month.

"The girls that we really want to see, to make sure they're all right, aren't necessarily the ones who turn up," said Jill. Leaving school can be quite a wrench for these girls, their babies and the staff who have got to know them well. "One ex-pupil who has been in touch is now in her second year at college training to be a nursery nurse. A local student is planning a research project, following up the girls who have been through the unit and seeing how they have fared. The information will be a valuable source for staff."

Miss Burridge said, "I do believe the unit is working and girls leave healthier and happier than they might otherwise have been and perhaps with some CSEs under their belt. I often wonder what ever would have happened to them and their babies if they hadn't had this opportunity."

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But he prefers not to oversimplify the question. "I see the converger/diverger contrast as a spectrum of mental activities that are generated by the tension between two very different sorts of working principle, and I see the educational system as pushing you towards one end or the other of this spectrum. And that's all right—so long as it doesn't push too hard. There must come a time, after all, when you go all out for something that really matters to you."

Don't you lose a whole range of possibilities when you opt so early for one particular way of looking at things? "Well, we differ; we should differ. But I don't see any reason why, if you're mad keen on advanced physics or something like that, you should automatically then be encouraged to see poetry as stupid. Why not be someone who knows a very great deal about computer science by the time you're 18—but not be a Philistine?"

Of course, he agrees, there are a whole lot of people strung out between the convergent and divergent extremes who keep their options open. "I think I have convergent and divergent days alternately." The chief obstacle he sees to the education of young computer scientists who also love poetry is an overburdened and wrongly distributed curriculum. "That's the great mystery to me: why is it that the curriculum is stuffed like a pig with what I think of as other people's rubbish? Each in our departments is honestly, really optional; you could

take out half or three-quarters of it and I don't think there'd be any real loss. "And that's even more true of schools. If you have kids grinding through great wedges of matter, it does a lot of harm. It would be much better if they were learning to do one or two things really well and learning to enjoy and respect the other things they aren't doing so thoroughly."

There's a little girls of 12 on the estate here in floods of tears because they think they might have got a few questions wrong in their exams. I have students who go into depression; slash their wrists, do every conceivable thing to themselves, because they're worried about whether they'll get a 2:1 or a 2:2. It's an unreal set of binds, I think."

Psychology's influence over education has been a far from benign one, he fears. "The traditional academic virtues are going by the wayside. We admit 30 psychology undergraduates a year here at Brunel and it's a minority of those who can write a grammatically correct and interesting paragraph. They're set down with them and shown them how. They seem to be stumbling around the English language as though it were an obstacle—and I think that's Heartbreak House, I really do."

Psychology's had a bad effect in two ways: the mental-testing movement's been an enormously powerful influence, and I think largely a mischievous one; and then there's been what you might call post-Freudian liberality. The two flow together, and what's happened is that it's felt to be somehow wrong to make some-

one sit down and think and write clearly—as though it's an infringement of liberty. I honestly don't see it as an attack on someone, you know, to require of them that they really hurt themselves to get something out of their heads on to paper. "Hudson's research experience has taught him very clearly the limitations of mental testing. "The intelligence test? For actually assessing a person it's hopeless—far too global. It does have some uses, obviously. I certainly think tests of particular faculties can be valuable; they allow you to see the pattern of someone's abilities, the relation of one skill to another."

But he lost his taste for research based on tests during an unplanned experiment that cropped up during his studies of schoolboys. He was in an uncharacteristic bad temper and told them brusquely at the beginning of the test to shut up and get on with it. The silence while they worked was resented, but the "creativity" shown averaged out far above the level of the other groups he tested. So what price the objectivity of psychological tests?

At present he is working on two new projects: a comparison of dreams with the narrative conventions of novels, films, and television; and a book, almost finished, about the body image in the visual arts from psychology's point of view. He is excited about them; and in spite of his censures of contemporary psychology he is a great optimist about its future. Psychology is in for a small renaissance, he believes. If so, he will certainly be in there contributing to it.



Illustrations by Graham Philpott

A mischievous influence

Rosemary Dinnage talks to Professor Liam Hudson about psychology and schools.

In his latest book on psychology, *Human Beings*, Liam Hudson wrote that "Once upon a time, half a century ago, psychology was a subject of limitless promise". Since then, alas, it has become divided and inward-looking, and Professor Hudson is the spokesman for those who would like to see it concern itself with the complexities of real people outside the laboratory. Even to entitle his book after the human race is something of a challenge to a discipline that is so much engaged with rats and monkeys or—at best—strictly limited aspects of human performance.

In the four books he has published over the past 14 years, Hudson has argued that it is time psychology used every kind of evidence it can gather to study the aspects of experience that we really feel to be important. Perhaps it would then cast less of a dead hand on education.

The fact that his first two books were concerned with the different development and characteristics of arts and science specialists must have something to do with the fact that he himself so strikingly bridges the gap between the two; a research psychologist who is equally at home with the experimental and psychodynamic approaches, and also paints, writes novels (one published so far), and presents his ideas in elegant and lively prose is a rare bird.

In his home in the Thames Valley, antiques are more in evidence than filing cabinets, and Sickerts hang next to his wife's distinguished watercolours. The critic of psychology is a cheerful man, a

happy psychologist. "I love the work," he says. "It's an absolute rosy."

A curious thing happened when he went back to a school reunion recently ("my school was a place for turning the sons of commercial travellers into young gentlemen": he was remembered, everyone assured him, as someone who had been brilliant. "It's absolutely untrue! If I were remembered at all it would be as a Rugby player—I was quite good."

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Liam Hudson, with picture by himself

RKP

resources

Multiple investigations

John Barker reviews equipment for use in biology practical work

Griffin Biosystem Kit
YUH-130-D, £24.05
Three varieties of spare packs are also available

Hopkins Nutrimeter, £16.20,
Dine Grade Cork Powder, Each
pack, approximately 1kg, £3.70.

Plastic disposable syringes have been used in biology practical work for a decade and a half. This is the first time, however, that their potential has been commercially exploited in the construction of a range of simple apparatus. Syringes are the basis of the range of apparatus that can be constructed using this kit, which is packed in a compartmental plastic tray with a key to the layout given in the instruction booklet.

The components construct a number of pieces of apparatus for biological investigations, and the instructions suggest that the teacher could either give the pupils complete instructions how to build the apparatus, or get them to design it themselves.

Fifteen experiments are described in the book. The first two use a simple and an advanced form of respirometer to measure the rate of oxygen uptake by an organism such as a woodlouse. The simple respirometer was easy to construct and worked effectively, although with this type of respirometer it is not so easy to control the investigation.

The components of the advanced respirometer are two 20 cm³ syringes and a plastic manometer. These are linked via connectors in an alloy syringe mount which is clamped to a retort stand for support. In the first simple it was not possible to make a rigid, airtight link between the nozzle of the syringes and the loose connectors on the syringe mount. However, a second sample worked perfectly. It would be helpful if the instructions suggested testing for leaks before starting to take observations.

Once it was set up the apparatus gave no further trouble, and worked most successfully. A modified version in which the respirometer syringes are arranged the other way up using an angled manometer can

also be set up: this enables the apparatus to be supported in a water bath. Observations of the rate of oxygen uptake can then be taken at known temperatures, and the effect of temperature on the rate of respiration investigated.

The third investigation compares the carbon dioxide content of air with exhaled breath. It seems doubtful, however, that teachers would use such a complex arrangement when a simpler version has been used by schools for years. The same principle could be applied to the fifth investigation, a simple demonstration of photosynthesis, showing the uptake of carbon dioxide by an illuminated aquatic plant.

However, there are two very interesting and novel ideas. The apparatus used to measure the rate of photosynthesis as gas production of an *Elodea* shoot is inserted through a rubber membrane (piece of a balloon) into the base of a hypodermic needle, in turn fixed inside a cut down syringe filled with water.

The rate of bubbles coming from the tip of the needle is measured, and related to the distance of the shoot to a light source. This was easy to set up and gave excellent results. It is simple, appears almost foolproof, and is a definite advance on other models.

A potometer is easily constructed and it worked successfully, although again it is more complex than a simple school model, with more joints and therefore more chances of leakage. Other apparatus, such as an osmometer and a potometer, were made up and worked satisfactorily.

The second innovation is in an investigation into the action of the enzyme catalase. Two liquids are mixed in a test tube, and the reaction has been sealed. A steel ball bearing is used to seal an opening on an inserted container. The ball bearing is moved by bringing up a strong magnet to the outside of the syringe barrel. The liquid, diluted blood is passed through the mixes with the hydrogen peroxide solution in the lower container. This is a very neat solution to the problem.

Three new booklets for prospective teachers were published this week by the Department of Education and Science entitled *A Career in Teaching, Teaching Craft, Design and Technology, and Teaching Handicapped Children*.

German perspective

by Brian Hill

Germany in Focus by Irmgard Meyer
Harrap Books, 1824 High Holborn, London WC1V 7AX
Two filmstrips with teachers' book
£15 plus £2.25 VAT.

The resource kit *Germany in Focus* contains two filmstrips totalling 100 transparencies, and one 65-page teachers' booklet. Filmstrip 1, "Everyday Sights", consists of three sections, each with 20 transparencies of excellent quality on travelling/public transport, street scenes, facilities, services, and housing—exterior and interiors. Each scene conveys a wealth of information. Filmstrip 2, "About everyday life with 22 transparencies on shopping—clothes, gifts, medicines and food—and a further 21 on eating and drinking, inside and outside the home."

The teachers' notes follow the pattern of the sections above with suggested commentaries on each slide. Each theme is complemented by suggestions for follow-up work and a list of publications. Although the film produced comprehensive notes for each slide, Ms Meyer emphasizes that they are only guidelines and that teachers can adapt the presentation to their own circumstances.

Many teachers will rely on the commentaries at first, partly because few visual details have escaped the author's notice. Slide six, for example, shows a petrol pump attendant and a customer at a garage, but attention is also drawn to the "no smoking" sign. The information is given in English with key words in German.

Specific references are made throughout to the Harrap book *Life in a West German Town* by R. Savers. Many of the themes discussed in this book are illustrated by the filmstrip and the two together are an effective learning aid.

The suggestions for follow-up work cater for all levels of ability and include questions, discussions, projects and comprehensions. This section contains rather more than suggestions and sample exercises are worked out and commentaries on certain slides are given in both German and English.

While a great deal of work has obviously gone into producing this booklet it seems a pity not to have taken the kit a step further and included a set of worksheets. Hand-pressed teachers may not have time to select the exercises they want and duplicate them.

Another slight complication is that, in order to use the images effectively with different ability ranges, teachers will need to be selective. With slower learners, it might be necessary to reduce the numbers of house exterior from 11 to three or four. In the notes, the author rightly advises the teacher to cut up the filmstrip and mount the images separately as slides. As well as being rather time-consuming, this operation would be risky since there is not enough space between the frames to ensure that they can be securely mounted without losing any of the information.

These quibbles should not, however, stop teachers on the look-out for this interesting background material from purchasing *Germany in Focus*. The kit will be a useful learning aid for a wide range of classes.

Older tradition of poetry

by Prabhu S. Gupta

The Metaphysical Poets by The Poetry People
Gateway Educational Media,
Waverley Road, Yate, Bristol BS17 5RB, £4.50.

The Poetry People is a group which was formed two years ago at the Edinburgh Festival by the actors Maria Parry, Haydn Davies and John Pine to try to bring poetry alive, not only for students and teachers in schools and universities, but for the average person too. For the older tradition of poetry was composed primarily for the ear, and has an association with song that disappears in the modern classroom, with its emphasis on words and lines on paper.

This cassette recreates the rollicking atmosphere of seventeenth-century poetry in London. Lute playing and sound effects are interspersed with explanatory material on the poets and background information on an intense, witty and uncertain era. This provides variety and a rest from work-

ing on the meaning of those incredibly compact metaphysical poems.

The material ranges from old favourites to less well known pieces, Donne, Marvell, Herbert and Vaughan rub shoulders with Henry King, Andrew Marvell, and Francis Quarles, so the cassette opens several doors. It also includes poems by Samuel Butler, John Suckling and Abraham Cowley, so goes beyond the traditionally defined metaphysical poets to include the Cavalier and others as well as Robert Southwell from the sixteenth.

On the other hand, it has nothing from Traherne, Herrick, Crashaw, Lovelace or Denham, for example, so there is scope for further cassettes. But what is included in the set is performed professionally and well. In fact, the Poetry Society has taken the unusual step of officially recommending it, drawing attention to a quality cassette which should help to extend the appreciation of poetry, and not only in educational institutions.

The Bernard van Leer Foundation has produced a 50-page international handbook on where to obtain educational documents and information, with brief notes on the information that agencies such as the International Bureau of Education and University Microfilms International have available. Obtaining original publications in the educational and related social sciences is available free from the Clearing House, 1000 Pennsylvania Avenue, N.E., Washington, D.C. 20002, U.S.A. Box: 8500, 2500, C3, The Hague, The Netherlands.

Renaissance jewelry

Jewels belonging to Renaissance royalty are being shown at the Victoria and Albert Museum's winter exhibition. They can be viewed as works of art or as clues to history and culture.

Information about the exhibition can be obtained from V & A, Education, Victoria and Albert Museum, Exhibition Road, London SW7 2RL.

MUSIC



"If music be the food of love..." Third-year pupils in a North London school.

NO TIME FOR DESPAIR

By Howard Dove

The next 10 years could be some of the most exciting in the development of music education. Yet in spite of this the consensus view seems to point to the opposite. The modern music teachers are having a field day. True music does seem to be under threat within some of our schools, yet by merely retreating further into a corner with negative reactions and irrational fears that all too often are based on hearsay rather than fact are not music teachers in imminent danger of losing a battle we have not yet even started to fight?

It is my view that financial cuts in the (threat of them) falling of such schools to arrange to share ideas and resources with colleagues. In the past music educators have seemed more reluctant than most to do this. Of course there are many facets to this sharing. Within any town or area a self-help group of two or three schools working together on common music topics could, given regular consultative meetings over a period of, say, a year, lead to a serious evaluation of both methods and materials.

It should not be beyond a group of such schools to arrange to share ideas and resources with colleagues. In the past music educators have seemed more reluctant than most to do this. Of course there are many facets to this sharing. Within any town or area a self-help group of two or three schools working together on common music topics could, given regular consultative meetings over a period of, say, a year, lead to a serious evaluation of both methods and materials.

The desirable aim here must clearly be to work toward a common and continuous teaching strategy. Whenever possible we should be seeking an involvement with the community by arranging concerts and musical "happenings" in all types, outside the school environment. Such links with the wider community should not be sporadic but part of a planned strategy.

In those schools where there is some peripatetic teacher involvement we should see that these colleagues are drawn more into the work of the school rather than, as often happens, made to feel merely an appendage to it. Furthermore we should be keen to provide opportunities for their ideas to be implemented, and evaluated. Steps such as these would be both positive and purposeful.

The enormous value of organizations like the National Festival of Music for Youth should not be overlooked. Whatever the level of involvement, either with groups of participants or supporters, the festival, can, for the teacher, be one of the most stimulating opportunities for the exchange of ideas with other music specialists from all over the country. Participants have the thrill of performing in a fine concert hall, while students in the audience have a chance to hear just what it is possible to achieve.

Incidentally there are many problems to be overcome by such an approach. In the first place it is simply easier to seek refuge behind worn out excuses: a bad school, lack of facilities, a poor catchment area, an uninterested head and so on.

Nevertheless, where they do exist, such grievances however well founded, do not present a way forward; they merely serve to fuel our own pessimism. But the greatest problem for the music educator, who in addition to a normal teaching programme has many extra-curricular activities to cope with, must surely be that of existing in spite of all this I hope it is possible to see, that provided we are prepared to make the effort, there are ways to advance.

A new strategy? Yes. Yet in no sense there are no new ideas here, for what I believe is needed is a redirection and reaffirmation of existing ideas that may have long been forgotten, and a commitment to carry them through. The future for music education in this country could look very bright. We must not allow ourselves to be fooled into thinking otherwise.

Howard Dove is Director of Music at the Chelmer Valley High School in Chelmsford.

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EAR-CLEANING IN EAST ANGLIA

Paul Farmer reports on the first dissemination centre for the Schools Council Music in the Secondary School Curriculum Project

"Ear-cleaning" is how David Hindley sums up the work of the East Anglian Centre for Music in Schools, the first of eight regional dissemination centres for the Schools Council project, Music in the Secondary School Curriculum. The centre is based at Homerton College, Cambridge, where David Hindley is head of music.

The project itself was set up at York University in 1973 by its present director, John Paynter. From the outset, the project was planned through regional centres which, after initial funding by the Schools Council, would where possible continue to exist independently.

For the Homerton centre, the umbilical cord has already been broken with some success. This has been achieved through a combination of early liaison with music advisers of the six counties served by the centre (Bedfordshire, Hertfordshire, Essex, Suffolk, Norfolk and Cambridgeshire) and, ironically, by limited Schools Council funding which from the start relied upon financial and staffing assistance from both Homerton College itself and the surrounding counties.

Since the centre opened in April 1978, the three local time music teachers at the college have given a proportion of their teaching time to its work. In addition, four out of the six counties have each seconded a music teacher to the centre for one day per week, thus forming a human resource network throughout East Anglia. The principal material resource is a set of tape/slide programmes which demonstrate the ideas and philosophy developed by the project.

David Hindley describes the purpose of the centre as "opening teachers' minds to the possibilities of music education". He wants East Anglian teachers to make full use of all the ideas which have come

out of the project, and hopes to persuade them that the essentially "creative" philosophy that has been its hallmark is not one that should be lightly rejected. It is hardly surprising that he described this process as "spreading the Good News" in the first of the centre's newsletters, which are sent twice a year to all middle and secondary schools.

If numbers alone are anything to go by, the centre seems to have been very successful. A conference in September 1979 attracted over 200 teachers from the surrounding area, and another is planned for next March. Local courses run by the advisory staff are gaining momentum, and the county music advisers are generally showing greater interest than has previously been shown by advisers nationally: this is perhaps because of the six advisers' presence on the consultation committee that runs the centre.

But in spite of the evangelical zeal of the dissemination team, there is still work to be done. Norfolk and Bedfordshire are the only counties not to have seconded a teacher to the centre. While Norfolk's difficulties seem to be purely financial, Michael Rose, Bedfordshire's music adviser, describes himself as "an agnostic" as far as the project is concerned: "While the existence of the Homerton centre can only do good, at present I'm not sufficiently impressed with the project to justify an external demand on our staffing. The need for creative work that has emerged requires exceptional classroom organizational skills, which mean that while gifted teachers are able to make a success of the project's ideas, in the hands of most teachers lessons can be disastrous."

Representing a minority view in East Anglia, nevertheless, indicate that many music teachers and advisers in the county have difficulty in identifying with the project, as David Hindley is only too aware. "One of the biggest problems is that for many music teachers the project is not dealing with 'real music'. Their own education has been based on the music of the past, and while we must never forget the music of Bach and Mozart it is contemporary music that reflects the society as it is today, and which is the vital force we should be tapping in the classroom."

However, David Hindley is the first to sympathize with the middle-aged heads of music departments who carry on teaching music traditionally. In fact, it was only after some years of teaching that he was able to develop the kind of work based on post 1950 music that helped to get Homerton College chosen as the first dissemination centre: as a former music teacher he was "as traditional as the next man".

Nevertheless, the existence of so many teachers who find it difficult to come to terms with the project's creative and improvisatory work make its early assessment impossible: "We've only been running for two years now, but it will probably take another 20 before we can say whether the project has been successful. Music in education is so crystallized that it will take a lot of water to wear it down."

David Hindley clearly believes that the dissemination centres will play a major role in wearing down any resistance to the project, and adds that if its philosophy is not felt in the future, then music departments will simply close down. "What's the point in keeping departments open if the subject is hated?"

In spite of the difficulties of an early assessment of the centre, David Hindley can already see some very hopeful signs for the future. He claims that the project has exposed the present depressed condition of music education, and has provided a philosophy and ideas for its regeneration. In the meantime, the project and its centre will inevitably be judged by their more tangible outcomes which, because of the project's aim to provide human rather than material resources, are somewhat limited.

The tape/slide programmes demonstrating the various work of teachers involved with the project, are available at the dissemination centres, and can also be borrowed by schools and other centres at fairly short notice. There is now also a film available, which gives a more realistic view of the project's work. Resource cards are intended to give teachers ideas for their own work, rather than to supply instant lessons. Finally, there is a long-awaited book, already completed by John Paynter, which draws together all the threads of the project. This will be available in the near future.

Whatever the eventual impact of the project, its mode of dissemination is certainly a model for curriculum development in any subject area. Not only is it proving a success in East Anglia, but it is also demonstrating that the original aim of a self-perpetuating (and, importantly, self-financing) project can be achieved. Together with the enthusiasm of David Hindley, the good will of the Homerton staff and the staffing assistance of most of the surrounding counties, the project departments will simply close down.

Paul Farmer is author of Music in the Secondary School Curriculum, published by Oxford University Press.

pointing instruments in certain songs, talking about the plot and so on. Help them appreciate the fine guitar playing by 'The Who in 'Tummy' or Pete Seeger's virtuoso banjo playing.

Teach a few carefully planned lessons on stereo equipment—how to choose it on a limited budget, how to do an elementary repair on it, where to position the speakers. Then play them some brilliant commercial stereo effects, as in *Bohemian Rhapsody* by Queen.

Let them glimpse the world of the musical, from *West Side Story* through *Oliver!* to *Chorus Line*. Compare with some famous songs from Gilbert and Sullivan. Look at some modern orchestration in *Tet* Wayne's *War of the Worlds*, examine the blues, jazz, folk music.

But is this merely pandering to our pupils' tastes, denying them the only chance they will have of hearing music of any quality? Well, I have already indicated that we are attempting to broaden pupils' horizons by exposing them to all types of possibilities. Notice that I said listen to, and not hear. Let them listen to *Oliver!*, but following the words, pin-

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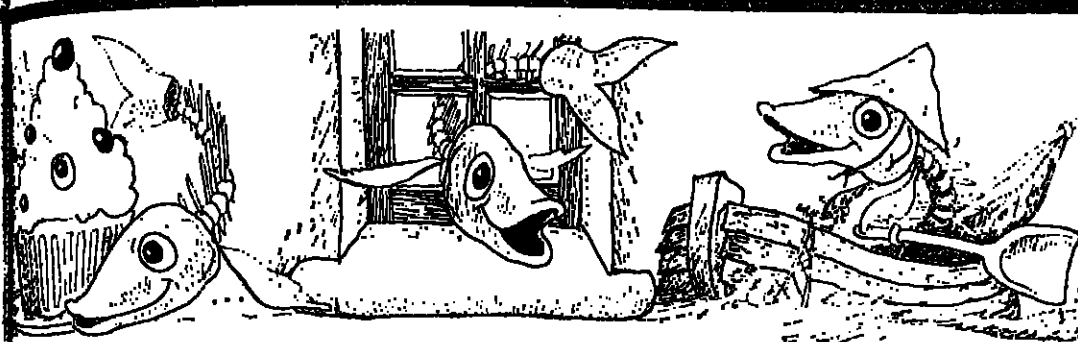
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THE TIME IS RIPE

Major Glynne-Jones and Keith Swanwick on music education and the 16-plus examination

government decision to introduce a single system of examination for 16-plus is a matter of profound importance to all those involved in education, whether or not they are convinced of the importance of examinations as such. The curriculum in school should be true to the nature of music, pupils should come to behave musically. There are only three kinds of activity in which we engage with music and they are closely related. They are:

- (a) composing (improvising, inventing);
- (b) performing (making music happen);
- (c) listening (being in audience to music).

If these are the activities in which music is made or found then these are surely the modes in which music is examined. If we decide (and we should) that all three modes of activity ought to be experienced by every pupil then any examination must attempt to assess what has been happening in each one of them. It would be very odd to say, that, for example, every pupil taking music should be encouraged to make up tunes, or compose in small groups, or improvise in certain styles but that this should not be examined. Why not? If it would tell us quite a lot about his or her musical development.

In order to sharpen up our curriculum model a little more we now have to notice that pupils develop in certain ways through these three activities and that these developments can be categorized fairly simply, by a commonsense way. People often say things like:

- "She is very good at music."
- "He has developed some skills."
- "He knows a lot about music."
- "He is well-informed."
- "He understands music."
- "She is mad about music."
- "He values music to the extent of investing a lot of time and energy in it."

If we look at these in turn we shall find that between them they cover every facet of musical development. We might call them learning outcomes.

- 1 Skills:
 - (a) of aural discrimination;
 - (b) of manipulating an instrument or using the voice;
 - (c) of reading and writing notation.
- 2 Information:
 - (a) about the history of music (styles, composers, musical forms, etc.);
 - (b) about different social and cultural contexts of music;
 - (c) about technical aspects of music (e.g. the way sound is produced and the specialized terminology relating to musical scores or techniques).
- 3 Awareness:
 - (a) of structural elements—the shaping and inter-relatedness of the materials of sound (timbre, time, loudness, pitch) so that they are heard in a cohesive and purposeful way, an awareness of what counts as

There are two somewhat different ways of asking this 'question' concerned with predicting 'outcomes', formulating 'criteria', and the other seeking to establish good principles of practice which govern the kinds of work we might want to see. Whichever of these we might take, we can never lose the direction point in music education. The role of the examination is surely to assess and should be concerned with the ways in which pupils may have learned and developed during the process.

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we are about; any sense of purpose we can find through an examination syllabus is a straw to be grasped, even though the examination be inappropriate and ill-founded. This has to change. Fundamentally what happens in a music curriculum in school should be true to the nature of music, pupils should come to behave musically. There are only three kinds of activity in which we engage with music and they are closely related. They are:

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repetition and what as change or contrast;

(b) of expressive elements—the character, mood, pace or feeling which the music seems to present to us; "hold" for us.

A little reflection will show that although these categories of human development interact with one another we frequently separate them out when talking about music. For example, a critic might say that a particular performer was skilful but badly informed about the style of the music he was playing, or that someone played skilfully and stylishly but without musical awareness, or that the critic himself recognized a sensitive performance or composition but was unable to say that he had enjoyed it—could not find in the experience any personal value. Similarly, teachers too recognize that certain achievements or learning outcomes become important at different times. To teach well demands that we respond to or initiate activities that highlight certain skills, information, or awareness, depending on what is judged to be needed. We are also required to accept that different pupils will value different music in various ways and to plan our curriculum accordingly.

It is perhaps not surprising that many examinations in music have concentrated almost exclusively on skills and information. These are relatively easy to handle and make music seem like other school subjects. When this happens examinations are testing unmusical things, unmusically and force the music work in schools. The article is, for reasons of space, a very condensed account of these discussions and of an earlier working paper. We would welcome the opportunity to expand and elaborate on these ideas. In particular it is hoped that the Boards to be concerned with the new 16-plus examination in music might be inclined to contact the writers for further discussion.

This might be helped if something like the framework below were held in mind, where the three activities each form a part of the examination (as of the curriculum) and are seen in relation to the four clusters of learning outcomes.

Valuing is kept slightly separate because it raises difficult issues to do with personal qualities, social and home background, etc. Because of this we would want only to recognize the existence of particular values and levels of valuing, not to grade them in any way. The other nine cells in the model would also carry marks, scores or grades.

In the assessment of composing we want to know more than whether or not a pupil has aural notation skills. It is well-informed about traditional harmonic progressions. Part of the examination should therefore be a submission of a folio

There are two somewhat different ways of asking this 'question' concerned with predicting 'outcomes', formulating 'criteria', and the other seeking to establish good principles of practice which govern the kinds of work we might want to see. Whichever of these we might take, we can never lose the direction point in music education. The role of the examination is surely to assess and should be concerned with the ways in which pupils may have learned and developed during the process.

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extra KODALY IN ACTION

By Charles Plummeridge and Dorothy Taylor

Many readers will be aware of the fact that to talk of the Kodály Method is, strictly speaking, a misrepresentation; for rather than formulate a "method" Kodály set out to develop an approach to class music teaching whereby musician-ship is fostered through choral activities based on national folk music and the "moveable do" system of sol-fa training.

In April this year, a group of us from the University of London Institute of Education visited Budapest in order to see and hear these principles in action. This brief account of the visit draws on our classroom observations and discussions with Hungarian teachers. In order to make the report as objective as possible we held a series of seminars on our return to England, so that we could exchange ideas and impressions. Consequently what follows is a combination of views and reactions and not merely the perspectives of the authors.

One of the most significant things for the British visitor to Hungary is the awareness of a similarity in approach to the teaching of music from kindergarten to academy. Not that every teacher works in exactly the same way and uses precisely the same materials but at all levels one can identify a common underlying rationale. Music education is the development of musicianship which for the Hungarians is a thorough knowledge of the "craft" of music; the acquisition of an acute aural sense—a highly cultivated "inner hearing".

Budapest has some two million inhabitants and is divided into 22 school districts. In addition to its kindergartens, regular primary and secondary schools, each district has one special music primary and one school specializing in instrumental tuition (similar to our local authority music centres).

Our first visit was to a special music primary school where we observed two lessons. Drawing largely on a memorized store of folk material, songs were sung in a variety of ways, sometimes with words, sometimes to sol-fa syllables. Key changes were frequent, illustrating the usefulness of the moveable do. The lessons also included movement activities and melody and rhythm dictation which are obviously important aspects of the aural training. The ease and accuracy of two-part singing was impressive and much use was made of rounds and canons. Sol-fa exercises appeared to be used for cementing interval "bonds" rather than the way that teachers of young children develop number bonds. Standards of competence in intonation, tone quality and musicianship skills were higher than we had anticipated and we had to admit that we were unused to seeing musical expertise of this

order in our schools.

At our second school, a "regular" primary, we learned that the pupils here had only two music lessons a week, sometimes only three a fortnight. Nevertheless, there was a considerable sense of commitment and involvement among the children and equally impressive singing and aural ability. In fact, some people thought we were even higher than in the special music primary school.

The instrumental music schools cater for children in both types of primary and secondary school and also for older students. The lessons which we observed were conducted on a basis of individual and in general there seemed to be little difference between Hungarian and British approaches to individual instrumental tuition. We also noted that despite all the vocal work pursued before instrumental training begins there was very little recourse to the vocal part in demonstrating musical expressive qualities.

One practical issue which was discussed in our conversations with the teachers was the problem of timetable organization. Apparently, many pupils, particularly at the secondary level, find it difficult to find time for instrumental lessons during the day because of their timetabled commitments in school. Those of us who have been responsible for the teaching and organizing of music in school are only too well aware of this sort of problem which is tied up in part with the status of music as a curriculum subject.

From some of our informal talks with teachers of other subjects we formed the impression that perhaps music does not actually enjoy the high status in Hungarian schools that one is led to believe.

In fact there also seems to be some opposition to the Kodály system in general and although we have no strong evidence to substantiate this claim we were aware of a demand, in some circles, for new approaches to music teaching. It also seems possible that there is by no means complete agreement among educationists regarding the value of extensive music study.

Interest ran high at the prospect of being allowed to observe Professor Schryer's sol-fa class at the Liszt Academy. The level of aural competence was indeed spectacular, perhaps predictably so, for we had witnessed the groundwork covered at lower age levels.

For many members of our group the visit to the kindergarten was the highlight of the trip for it was here that we were able to see the foundations of the whole system and it was fortunate that we had been able to observe the more advanced work previously. We saw groups of three, four and five-year-olds involved in a variety of singing games and activities designed to

develop what some would call basic musical concepts—pitch, rhythm, timbre, and so on. These were delightful lessons conducted in a thoroughly happy atmosphere. Underlying what was an informal and relaxed situation, however, was a clearly formulated plan of objectives. These children were not being merely entertained but initiated into the basic principles of procedure which constitute the discipline of music at any level.

In general, it was agreed that everyone had found the visit valuable for: (1) Being able to see a system of teaching music in its original context rather than simply reading about it; (2) Providing an unusual opportunity to observe a carefully structured, sequential course of study in operation; (3) For lending that sense of perspective to any professional so that he may assess how and to what extent he might use such an approach in his own teaching; (4) Being able to observe some truly brilliant musical teaching.

Certainly the pupils and students we saw were highly skilled although some members of our party hypothesized that the concentration on acquisition could be at the expense of what might be called the "joy" of music. It was felt that although the children in the kindergarten were obviously "enjoying" their music lessons this did not always seem to be the case with the older pupils. Those who held this view cited the opinions of those who met who argued that the Liszt Academy must not be as musically committed a nation as we have come to believe.

It would be impossible for us to take this question any further since we have insufficient evidence in support or refute these claims. From our limited experience we do feel that the Hungarians have developed a system of music education which clearly "works" and for those of us who consider that aural skills of this order deserve a central place in a scheme of music education the visit was thoroughly worthwhile.

Charles Plummeridge and Dorothy Taylor are lecturers in the Music Department, University of London Institute of Education.

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Wherever children learn to play one of instruments is part of a good musical education.
Photo: J. Peter, Aditi

Controlled environment

James Bromwich reviews 'Out of the Past'

Out of the Past
Autumn & Spring 1930-81
Fortnightly Tuesday 9.35-9.55
Monday 2.18-2.38

The teacher's responsibility in the classroom is absolute: what is learnt is a matter of choices made, conscious or unconscious. When using media resources this responsibility does not disappear even when television, the most complete of resources, is introduced to the classroom. The sensitivity and awareness with which children watch and listen will depend most on the work of the teacher in creating the context, both in terms of class control and, rather more significantly, in the sense of sympathy, open-mindedness and inquiry generated.

The new series of *Out of the Past* provides this recital of basic truth because it is very much part of the current BBC history approach to the medium as a resource to be used selectively by the teacher rather than as a substitute for teaching. It is not simply that many minutes every two weeks are devoted to the past, but that the curriculum, both in the past and in the present, is seen in a context of communities with social and economic structures and associated value systems; change as a major element in life (this term through the Crusading wars, now through the Crusading wars, now through the Crusading wars).

The series has taken in straight dramatic reconstruction, with a disbelievable narrator and a document-ary programme. Next terms it will jump from the twelfth to the sixteenth century and ends with a programme on the archaeological evidence for Bible stories. It is only with the March broadcast that the series recommends the series because it advocates a very similar approach. The project proposes teachers should select content to teach "key concepts" such as power, continuity, change, similarity, difference, values and beliefs, all clearly manifested in *Out of the Past*. It even advocates as a theme local community develop-

ment—an obvious use for both this term's medieval village material and next term's town studies. The *Out of the Past* unit did, after all, cover the evolution of European mounted warfare from the emergence of the knight and his stirrup up to the Crusades, as well as indicating the horse's value as a traction vehicle until well into the twentieth century.

Each of the three programmes in "A Village at War" could be used separately for specific aspects of medieval life—"The Great Adventure" provides an excellent picture of a manor court in action—though they might better be used as a three-part unit on rural life in the middle ages. This term's last programme (November 25 and December 1) dealing with Saladin from an Islamic viewpoint using dramatic reconstruction of a simple kind—an Arab historian talking to a young pupil—could easily be used on its own to enrich any teacher's treatment of the Crusades, without having used any of the other broadcasts.

Nevertheless the themes are there and would justify serious consideration by anyone planning to watch the series. "War" and "Town Life" only provide a surface unity to the autumn and spring programmes. Unifying them and giving more importance to the links are the intervening themes of communities with social and economic structures and associated value systems; change as a major element in life (this term through the Crusading wars, now through the Crusading wars, now through the Crusading wars).

The Schools Council History, Geography and Social Science 8-13 Project recommends the series because it advocates a very similar approach. The project proposes teachers should select content to teach "key concepts" such as power, continuity, change, similarity, difference, values and beliefs, all clearly manifested in *Out of the Past*. It even advocates as a theme local community develop-

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The most important question remains however: how attractive is the series for its target age group the nine to 11-year-olds? The "Village at War" unit has relied on studio-based sets to recreate the image of the small medieval community. The snow-covered scene is vivid, especially in colour, and reminds one of an illustration in a book of Hours, with its few houses, bowers and barns, in a landscape. The interiors show a realistically bleak, empty but enclosed look. On the whole children will probably not notice the absence of dirt and will need to be reminded of this aspect of medieval life.

The storyline concentrates on two households and has figures with whom children can easily identify: the peasant widow's son who steals to stave off starvation, the rheumatic son of the Lord of the Manor and the Lord's younger brother attracted by adventure. It is strange, particularly in the series, that the medieval world is seen through the eyes of a modern child. Combining pupil and teacher elements—differentiated by size of print—they help both to prepare for and follow up the broadcasts. The most stimulating aspects are the redrawn medieval miniatures covering village life, warfare and a number of innovations from Islam made in the period. The last part of the booklet gives a good introduction to Islamic science. The performance of the director combined with the information here should stimulate interest and inquiry into the great achievements of medieval civilization—if they do so the series will have achieved its prime objective of drawing teacher, pupil and broadcaster into constructive partnership.

The story simply shows how people come to "take the cross" and the results of this. The strain it creates on the community, the importance of the manor court, and the role of the church all come across very clearly. Interesting incidents will strike children, such as the "smallness" of the fines, a

Balletic images

FILM
Curtain Up
16mm, colour, 25 minutes
Hire £12.80; sale price £190.00 plus VAT and postage and packing.
National Audio-Visual Aids Library, Paxton Place, Gypsy Road, London SE27 9SR.
General inquiries and sales: Marketing Department (F), Royal Opera House, Covent Garden, London WC2E 7QA.

Ballet: "It's rather foolish" says a Sheffield schoolboy. "I think it's daft wearing tights and stuff like that. Think it's women who should do that," says another. These two comments are quoted from *Curtain Up* a film about the Sadler's Wells Royal Ballet Company which has

been produced for the Royal Opera House, Covent Garden.

By going on tour, the company brings ballet to people who might not normally have the opportunity to see it, and the film *Curtain Up* goes even further. It shows the hard work and toil that goes into a polished ballet performance while breaking down some of the myths, such as those propounded by the two schoolchildren.

Excerpts from some of the more popular ballets—*Coppélia*, *La Fille mal gardée*, *Elite Synchronisations*, and *The Two Pigeons*—are interspersed with the company travelling, rehearsing and performing.

The film's intention is to enlighten those who know little or nothing about the working of a ballet company, and it achieves this remarkably well without going into too

much detail. It presents an overall picture without, for example, giving a minute account of basic ballet movements. Ballet is seen as being enjoyable, lively and colourful. The four which have been chosen are ideal for an introduction. Elite Synchronisations uses ragtime music, while the music for *Coppélia* is well known.

But by going behind the scenes and showing what goes into preparing a ballet, the choreography, the standard exercises, the hours of classes and rehearsals, *Curtain Up* shows that ballet is much more than an elitist stage performance.

Curtain Up can be shown to both primary and secondary children. It could be used as background to a trip to the ballet or just by itself. An illustrated booklet including articles by members of the company about their work on tour, a history of the company, and details of the four ballets, accompanies each film. Sarah Segrove

Trousers patched with tripe

Frances Farrer

The Bolden Lad
Colour, 16mm, 16 mins.
Sam Sherry, Stepdancer
Colour, 16mm, 16 minutes.
Both films directed by John Tchelenko and made by the Arts Council.

For hire from Concord Films Council Ltd, 201 Falsgrave Road, Ipswich, Suffolk.

These two films about working class culture are enormously appealing and quite often jolly good fun. *Sam Sherry, Stepdancer* is better because it is shorter. An interview/performance/interview format has been used in both films, but it only works for about 10 minutes before becoming static.

Director John Tchelenko takes the view that Sam Sherry and his musician companions in *The Bolden Lad* are "characters", and they obligingly support him in this. There are plenty of anecdotes and

chuckling, community singing and single-entendres in smoke-filled jubs. The accent is on the fun, since the older ballads are relaxed during the singing and laughing at afterwards.

The Bolden Lad features amateur songsters from all over the country (though calling Ipswich the East End just to appear to have covered the whole of London is outrageous), and as so often in the world of popular entertainment, Cockneys and Midlandsers scoop the board.

Dave and Al Sealey from London have a very slick act which includes excellent old footwork, dancing and plenty of gesture. There are songs about trousers patched with tripe, songs about innocent lads carried by girls, songs about making a fool of yourself.

As so often with performers, however, one only wishes they could not try to explain themselves. The sections in which we have to listen to the tales of six weeks' rehearsal for one song, the three new songs a year, the comical objections

to "going professional", are moments of the most severe tedium. Sam Sherry is more of a historical record since he here is now an elderly man. Stepdancing is a sort of delicate tap dancing done in heavy clogs and Mr Sherry to its acknowledged master.

His story goes back to the 30s when the five Sherry Brothers toured the music halls playing instruments, dancing, doing acrobatics, singing—with a sort of unwritten rule that no performer could be doing fewer than two things at once. There's a good deal of excellent old footwork, dancing and plenty of gesture. There are songs about trousers patched with tripe, songs about innocent lads carried by girls, songs about making a fool of yourself.

Despite the plodding style of direction that wavers between the remote, superior vision of the old-style documentary-maker and the prying condescension of the sociologist, the subjects of both these films keep them alive. Evidently you can't keep a good, honest, working-class amateur performer down.



Robert (Nicholas Orchard) prepares to join a crusade in "Man of Honour".

media Briefings

Radio & tv
General interest

Serve you Right (Saturday 10.35 BBC 2)

The last in this OU series on Consumer Decisions explains what rights the public have in marginal cases.

On the Rocks (Thursday 11.55 BBC 1)

Volcanic rocks, the remains of the Ice Age, and fossils, are used to construct a history of the landscape. Eminent geologists explain.

For schools

Work (Monday 10.43, Friday 9.58 ITV)

The final programme in this series attempts to predict the characteristics and social importance of work in the future. Fourteen to 16 year olds visit a hypermarket, an automated forging plant, and a shipbuilding company that is in common ownership.

Theatre Workshop (Monday 11.43 VHF 4)

The final programme in this series attempts to predict the characteristics and social importance of work in the future. Fourteen to 16 year olds visit a hypermarket, an automated forging plant, and a shipbuilding company that is in common ownership.

Shakespeare and his Theatre Dr John Wilders describes the history of the Bankside playhouses and examines the documentary evidence for their modern reconstruction. Thirteen to 16 year olds find out how the design of the Globe theatre affected audience, actors and playwright.

Going to Work (Monday 14.40, Friday 10.35 BBC 1)

"Keep it Clean" shows 14 to 16 year olds the necessity for cleanliness, stressing the importance of people involved in cleaning jobs. Watch Tuesday 11.00, Wednesday 10.01 BBC1.

Six to eight year olds see the sequence of operations involved in posting a letter.

Nature (Wednesday 14.45 VHF 4)

The unit on birds ends with a study of the wren in which eight to 10 year olds learn its characteristics. *Time and Tide* (Thursday 11.00 VHF 4)

Seven to nine-year-olds listen to a complete performance of "A Legend of Three Kings". *Exploring Science* (Friday 11.40 BBC 2)

"Here is the Forecast" explains to 11 to 13-year-olds how the weather can be predicted.

talkback

Prep school picture

Michael Potter

We are a coeducational, day and boarding independent preparatory school in Shropshire. To balance Jill Robinson's article (*The TES*, October 31) I should like to put forward the following picture of my school.

There are no entrance exams of any sort until eleven-plus, admission being on a first come, first served basis.

We have form orders, in which all subjects are included, although there is greater emphasis on Maths and English, because there are more of these lessons than any others. Form orders are not read out in front of the school. Reports to parents indicate clearly that a boy

or girl may have worked very hard and achieved success even though he placed at or near the bottom of a form.

Our parents represent a wide cross section of the community. Some parents have cars (some big, some small), some don't. Boarders—especially those in HM forces—cover just about all the ranks from Corporal to Brigadier. In 10 years I have never known any boy or girl made to feel inferior (or superior!) because of his social status.

Boys and girls play a wide spectrum of games—but enjoy an equally wide choice of hobbies such as art, woodwork, model making, cooking, angling, hill walking. Boys and girls play their own games when school matches are on and so do not stand shivering on the touch line.

We have frequent parent/staff evenings—lasting often until 11.00 pm—where much useful give and take discussion takes place and where only a continuous supply of coffee in the library fortifies us. We

leave the "party" until the last day of the summer term when a large crowd of parents and friends spend a day at school which combines chapel service, sports, lunch, PE/dance displays, a house play perhaps, and distribution of cups and prizes. Many of these awards are for effort rather than result and the most coveted award is a shield for "the best citizen" of the year.

We have very few extras on top of the fees. Tickets and transport to the theatre or to a Sunday John Player cricket match would cost extra.

I have never come across a child being ridiculed because of personal grief (as over the death of a pet dog)—on the contrary I am invariably impressed by children's kindness and sympathy on these occasions.

I genuinely believe that the great majority of our girls and boys are very happy here—both boarders and day pupils. Their parents invariably tell us that they are and they say that from their first walk round

to look at the school they picked up a "happy" atmosphere. If the individual child is unhappy and agitated by the school then I always suggest to parents that another school might suit him better—and make suggestions.

All boys and girls take common entrance to the senior school at 13-plus—and the only grounds for failure to enter the senior school would be ones of very poor attitude and behaviour problems (this has only happened once) or again because I might recommend that the boy or girl might, for academic or other grounds, be better suited to another school. Some children of course take common entrance and scholarship exams to other senior schools.

Boys and girls are encouraged by a very good and keen staff to do their best and not to waste talents, but the impetus for this must come from their own self-motivation rather than from our external pressure. Parents play no part in this scheme of things.

My staff are not allowed—even if they wished—to strike children in any way.

I would just like Ms Jill Robinson and you readers to know—and Mr Kinnock too—that sweeping generalization about the quality of preparatory (and public) schools is in many cases a serious fabrication and distortion.

Parents will, I think, continue to choose to spend their money on schools like ours, simply because they want their children well taught, with a basis of formal teaching (which in no way precludes worthwhile innovation) and because in a world of questionable values they want their sons and daughters to have some stability. It is a fact that considerable financial sacrifice is made by many of our parents to send their children here and our task to make sure that this money is well spent.

Michael Potter is headmaster of Oswestry Junior School, Shropshire.

network

On Tuesday, December 2, there will be a day conference in Bristol on Behavioural Units (there are now some 226 in the Inner London Education Authority alone). Speakers will include Professor Richard Peling on curriculum development possibilities, Mary Evans, author of the recent Schools Council working paper on the education of disturbed pupils and joint author of the 1977 DES report on the units, and Geoff Whitty of King's College London on whether special units are a force for change or control. Working groups will discuss finance, curriculum, buildings and staffing, and there will be a film on Bristol's Raywater Centre. Send £3 (includes tea and coffee but not lunch) to the Further Professional Studies Unit, University of Bristol School of Education, 35 Berkeley Square, Bristol BS8 1JA.

Oral History in Schools by Salite Parks is both a guide to some of the work schools have been doing

in oral history, and also a practical handbook with advice on methods and resources. It is aimed at all teachers, from primary schools to university. It is available from the Oral History Society, Department of Sociology, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, price 75 pence, or 50 pence for orders of five or more copies. Cheques payable to the Oral History Society.

Silent Theatre—mime, clowns and so on—will make its annual appearance at the fifth London International Mime Festival between January and February 7, 1981. There will also be events at the Sherman Theatre Cardiff and the University of Warwick Arts Centre, Coventry. The emphasis is on shows which are contemporary, international and truly popular. They say—and not all will be totally silent. The line-up includes City Light Mime Company and John Chagrin from Britain, Minster Theatre from Holland, Cvoei from Czechoslovakia, Tara Fakumar from India and the Theatre du Mouvement, from France. Details

from the Cockpit Theatre, Gateforth Street, Marylebone, London NW8 8EH, telephone number 01-402 5081.

Justice for Children is holding a meeting on "Truancy—child or school on trial?" on Thursday, December 4, at 6.30 pm. Speakers include Don Vennell of the Inner London Education Authority, Richard Burnett of Community Alternatives for Young Offenders and Robin Grunsell of Truancy Project Pioneer. In the conference room of Area 2 Social Services offices, 19 Marylebone Road, London NW1, 50p at the door. More details from Hugh Geach, telephone: 01-674 4028.

"Christmas Fantasy" at the National History Museum—in collaboration with the National Theatre Company. Every day from Tuesday, December 16, until Tuesday, December 23, inclusive, from 10.30 am to 5.30 pm. Tickets 27p to January 18 (except for January 1 and Mondays) there will be a live performance to go with the Museum's newest exhibition, Man's Place in Evolution. In the Lecture Theatre at 2.30pm, adults £1.20, children 60p.

Who's for INSET?

Pamela Lomax

In a recent report from the Kinpol INSET Research Unit (*Head Teachers' Perspectives on INSET*, Lomax, P. and McDonald, B. 1979) we set out the priorities that governed 588 head teachers in tackling the "theory" problem of which teachers to support in the quest for in-service training.

Head teachers' greatest concern was undoubtedly the smooth running of their schools; thus they were forced to balance the advantages brought to the school by in-service courses (such as invigorated, enthusiastic teachers full of new ideas) with the problems of coping with scarce resources (and the inevitable disruption to pupils, colleagues and normal routine).

In spite of this, the "major" of head teachers' responses suggested that complete support for INSET

was only withheld when inadequate resources made such support impossible. In fact a few head teachers suggested that INSET should be compulsory.

Where head teachers could not offer support to all members of staff who wished to attend INSET courses, some head teachers expressed definite preferences about who should go and who should not go. Head teachers named two categories of teacher whose attendance at non-school based INSET would bring little benefit to teacher or school.

It was felt that probationary teachers needed to consolidate their training and learn classroom management, and that this was best achieved by working within the school under the guidance of experienced teachers. It was also felt that INSET should not be available to the "shirker" or to those teachers who merely "collected courses" without passing any benefit back to the school.

Some head teachers said that they would give their greatest encouragement to weak or isolated teachers who wished to strengthen their

skills. These head teachers saw INSET as a remedial activity, available to bolster the flagging teacher. Other head teachers said that INSET should be a reward for the good, "hardworking" teacher who wanted fresh ideas in order to implement worthwhile changes.

For such teachers INSET would provide access to new educational developments but it would also give a "breathing space" in which the teacher could "recharge". The most popular view put forward by head teachers was that INSET would support teachers for INSET after reviewing the needs of their school and their staff, thus allowing a targeted demand with available supply.

In conclusion, it seems clear that head teachers see INSET in terms of very real benefits to their schools. However, although head teachers are willing to back teachers who wish to improve their professional competence, it is less certain that they would extend this backing to teachers who see INSET as a means of career advancement.

Dr Pamela Lomax is director of the Kinpol INSET Project, Kingston Polytechnic.

Teaching Martin

Patience Tuckwell

There was once a man who made a very bad joke about his wife and he put her in the freezer and went to the cooler for life. School made a fool of Martin, the 10-year-old author of the above lines, albeit a likeable fool who could make people laugh.

I once asked him to write a school report on himself. Every comment was disingenuous or stupid. "Flora don't send him again," he made the "flora" term, "write and for" "flora" in put, "Can't see him boy," got mashed potato on my

glasses! Martin's abilities are overshadowed by his poor concentration, to which he never gets better. However, many times he writes corrections, his laboured reading, lack of will and, funnily enough, his sense of humour.

At school open day teachers enquired about his "lovely" picture. In exactly the way Martin intends, it has become a cover-up for his intelligence. He is quite scared of being serious in case he finds out that something is expected of him. One of his first poems offers a clue.

Fear
Frightened, scared
of danger and risk.
Near a cliff or up a ladder.
The risk of falling out the thing.
Shaking, wobbling off anything.
That's the!

After many lessons devoted to vain to conventional remedial work, I read him some poetry. He kept interrupting and then began to write. It was all badly spelt, but it showed me a new side to his character. That gave the lie to the identical picture of a failure he was usually busy living up to.

The sea is attracting but not mountainous but cannot be climbed. Twirling his cannot be ridden. A chief that has never been caught. Stubborn like a safe that will not open.

To the back the things he has. Therefore at most of our lessons, Martin would write. It was a new experience for me to watch him working willingly. He was critical of his own writing. He was writing exactly the way he was aged. I read for half an hour over the

struction of a phrase. His lessons became less of a struggle. We didn't drop the spelling games, but the work that was really going somewhere was his own creative writing. That following piece perhaps says what he has felt for some time.

O Boy! Am I bored!
When I entered this race I thought I would get Competition!
But here I am on my own Miles in front of the rest. Can they must be moving like snails back there.

Oh Well! Here we go. Better put on a spirit to show off. I've won, whoopee!
Wasn't that a really hard fight! I came to the conclusion that Martin had lacked reasons for working, confidence, practice and success. If you fail consistently, you

give up trying and lose the habit of thinking seriously. If you expect to win, you must try to win. Children with peculiar difficulties in the three Rs are often unambiguously made to suffer extra hardship. Because of their lack of progress caused by their lack of progress, in basic subjects, there is a feeling of hopelessness. Even when they are good at other things they are good at other things.

Because they do not read, they do not read fluently no one expects them to be good at anything related to reading. They make it impossible for them to respect their own progress. They make it impossible for them to go into details. They make it impossible for them to go into details.

Patience Tuckwell tutors children at Oxfordshire.

Too young for groups?

D.W. Blades

In both the recent report of the Oracle team (*The TES*, November 7) and the HMI Primary survey it was noted that although primary children were often in groups they were only rarely working cooperatively. The grouping was merely an organizational device making life easier for the teacher. One wonders why the writers of both reports felt this was worth commenting on, since the majority of teachers would have readily admitted that it is so.

Working cooperatively rarely implies a certain maturity since when working with other people one must be prepared to give as well as take. This is something that some children even in the lower reaches of the Junior school find extremely difficult to do.

One has only to watch a group of seven year olds playing football to see the statistics of the game. Instead of waiting for the ball to be passed to them they chase after it like a pack of hounds after the fox. It is not until they are approaching nine that they begin to appreciate the advantages of positional play and unselfish behaviour.

This inability of some under-nines to work cooperatively came particularly to my notice last year when I was teaching Science to all the seven to nine year olds in my school. I expected the children to work in pairs on various assignments, but I was surprised how difficult it was for them to do so. I found working with someone else.

Some would rather perform the experiment again even after they had just watched their partner do it perfectly satisfactorily. Not one child among the 300 that I taught in the year thought of copying what his partner had written, which I would have accepted.

One of the best examples of non-cooperation was when I sent two girls to look at plant colonization on a patch of ground. I suggested that they should measure the area. Instead of cooperating they proceeded to measure independently,

duplicating each other's efforts. They may have been too young to cooperate since normally copying would be frowned upon. On the other hand it may have been because they were unable to subordinate their opinion to that of another.

With younger children one has a similar unwillingness to cooperate. I taught a group of bright six and seven year olds attempting to find out about life in another country. The children were very mature, well able to cope with reading and to come up with more and more confident writing. The project was split into manageable parts of each child was given a task. They had little difficulty finding the information but when it came to writing their accounts they were unable to write about everything (instead sticking to their part of the task). The other person's part was definitely greener and far more appealing.

So perhaps these teachers who are teaching children in groups but who have them working cooperatively are merely working cooperatively with the children. They are only achieving with older children what the children are individuals working at their individual tasks.

D.W. Blades is deputy head of Raynville Primary School, Leeds.

In the year 1973/4 RoSLA brought an unprecedented number of 16 people into the orbit of public examinations. Since then decisions have been taken and judgments made in spite of the paucity of reliable supporting evidence. In *Ability and Examinations at 16+*, a Schools Council research study, we have a pretty clear picture of what has been happening.

It was no easy task to sort out who was studying what subject in which examination. There are the two sectors—GCE and CSE—but subdivided by a number of boards. There are the problems of "dual entry" (taking different subjects in each sector) and "double entry" (the same subject in both examinations). Course loads had to be simplified: 447 different syllabuses were reclassified into 68 discrete "subjects".

The researchers found it necessary to carry out the "stage" of general ability as defined by scores on the NFER Test 100 with eventual success in formal examinations. The

How to betop

Howard Sergeant

Handbook of Management, by Thomas Kempner, McGraw-Hill, 1979, 250p, £2.50, 0 14 051 063.

The third edition of a handbook intended for practitioners and students, which, first published in 1964, has already proved to be one of the most comprehensive of its kind.

The text has been suitably revised to meet the needs of current management practice and procedure and a few modifications have been introduced (Mr D. Russell, of Lancaster Polytechnic, has taken over responsibility for the Industrial and Commercial sections).

Due to the death of Dr. W. C. Frank, and other changes, the book has been made the allotment of new texts.

The capable editorship of Professor Kempner, Principal of the Administrative College at Brunel University, the present management as a precursor of continuous change, though not of a radical nature, has been able to avoid the use of jargon altogether.

While this volume will provide a valuable guide to students and specialists alike, it will undoubtedly be of most value to practising managers who need to refresh their memories and who have not had the time to keep up with the latest developments.

Education policy-makers will, no doubt, try to use them to support their own theories, for the authors present their own conclusions very modestly. Nevertheless, they have established a good rationale for a common system of examinations at 16-plus.

The dividing line between the abilities of the standard GCE pupil and one destined for CSE is very blurred indeed. It seems that, under the present arrangements, the greatest pressure falls on the middle-achievers. Nineteen per cent of all students took only GCE and averaged 5.6 subjects each; 34 per cent were entered for CSE only and tackled 5.2 subjects; 33 per cent were involved in both examinations and their average work-load was 5.4 examinable subjects. Clearly, a common examination could "allocate the burden on a large number of candidates and allow time in the curriculum for those aspects of education which are not geared to examination success".

Testing in Practice is a concise and practical guide through the intricacies of evaluation in schools. Chatty, amusing, down-to-earth (there is no doubt that the authors have in their time scribbled out hurried slip-steps among the staff-room coffee-cups) it should find a place in the briefcase of every practising and putative teacher.

A *Fair Assessment* is a scholarly yet readable inquiry into the issues involved in the judgment of course work. Although originally intended for students following courses leading to a qualification in social work, it covers the ground so thoroughly that it deserves a much wider readership.

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endpage



Pick up a telephone

Michael Pitfield on the strengths and weaknesses of some new business education texts

Making Contact 1—People and Work, by J. M. Ruffin and R. A. Ingman. Holt, Rinehart and Winston £2.95, work book 75p. 0 03 910272 6. *Numbers for Work—Business Calculations*, by K. Clarke and P. Crook. Holt, Rinehart and Winston £2.95, work book 75p. 0 03 910273 4. *Commerce at Work*, by J. S. Cartwright and J. A. Davis. McGraw Hill £2.50, 07 084603 3.

businesses and which, with the expansion of customer relations and telephone sales, is likely to be an increasing aspect of business life. Given the standards of telephone communication most of us suffer from in our dealings with businesses, it is essential that young people should receive better training in this medium than their older colleagues now in employment have done.

This leads to a significant criticism. Though the media of communication are presented, clearly and factually, the best contains little or no evaluation of each technique and rarely suggests when it is appropriate—or perhaps, more importantly, inappropriate. Take the "memos" for example. There is an excellent section about these with several helpful examples but there is no suggestion that memos might be a waste of time—dictating them, having them typed, checking them, distributing them, etc., etc., when the same message might have been transmitted just as effectively by picking up the internal telephone.

Numbers for Work—Business Calculations covers all the learning objectives for Module 2 (Business Calculations) of the BEC General Level course. Each chapter takes students through the problems they will encounter on their course. Each ends with a group of assignments; these are graded in difficulty so that students can gain practice in coping with typical business calculations.

A particularly good idea in the book is the use of diagnostic tests at the beginning of the earliest chapters in order to allow the differential mathematical abilities of those using the book. This is an excellent way of identifying and building on (or up) the strengths (or weaknesses) of the students. The book is clearly set out and presents the contents comprehensively and contains guidance on all types of calculation the prospective business employee can expect to be involved with. Revision chapters build up through and at the end provide valuable feedback on performance.

It is surprising that the book contains hardly any mention of the use of the electronic calculator which is used in almost all business calculations: every office desk seems to boast one. The book could have contained some useful guidance on the place of the calculator

in business as well as pointers to various and different types. The stated aim of the student to be able to understand and do for himself the calculations frequently done for him by the "chip" is worthy of special emphasis; however, and this understanding is amply provided by the book. One final criticism about both of these texts is that neither has an index.

Commerce at Work is not specifically aimed at students on BEC courses alone but has a wider appeal to any course which includes reference to the commercial scene in Britain. The book is presented in a bright, attractive, logical and highly readable style with plenty of useful illustrations and diagrams. The authors, who are tutors at Redbridge Technical College, have the advantage of being able to complement their academic expertise with practical experience drawn from their continuing involvement with commerce and industry. Additionally, many firms and organisations are listed as having provided assistance.

The first chapters "set the commercial scene" and explain the basic concepts of production and specialization, the role of commercial services in the business world and analyse the structure, ownership and growth of businesses. Chapters are devoted to the banks and other financial institutions including the Stock Exchange and the nature of insurance and advertising is described in detail to explain the growth of firms and links with the final consumer. Further chapters consider retailing, wholesaling, consumer protection, transport, communication and international trade, thus providing a truly comprehensive guide to the British commercial scene. One of the best chapters is by far, that devoted to the European Economic Community. The aims and history of the Community are described in detail and the institutions. The most interesting part, however, deals with the effects of EEC membership for the United Kingdom; favourable and unfavourable factors are listed and the chapter ends by suggesting a project on this subject, thus commendably encouraging evaluation and research on the part of the student—an excellent idea which need not be limited to this particular chapter of a first class text.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	38
Headships	38
Deputy Headships Senior Masters/Mistresses	38
Primary Education	38
Headships	38
Deputy Headships Senior Masters/Mistresses	39
Head of Department	39
Scale 2 Posts	40
Scale 1 Posts	40
Middle School Education	40
Deputy Headships Senior Masters/Mistresses	40
Remedial Posts	40
Art and Design	40
English	40
Mathematics	40
Music	40
Social Studies	40
Other than by Subjects	40

Secondary Education	40
Headships	40
Deputy Headships Senior Masters/Mistresses	41
Remedial Posts	42
Art and Design	42
Commercial Subjects	42
Domestic Subjects	42
Economics	43
English	43
Geography	43
History	43
Humanities	43
Mathematics	43
Modern Languages	44
Music	46
Pastoral	46
Physical Education	46
Religious Education	47
Science	47
Social Studies	48
Speech and Drama	49
Technical Studies	49
Other than by Subjects	49
Appointments in Scotland	50

Special Education	51
Headships	51
Deputy Headships Senior Masters/Mistresses	51
Scale 2 Posts	51
Scale 1 Posts	51
Independent Schools	52
Headships	52
Deputy Headships Senior Masters/Mistresses	52
Art and Design	52
Classics	52
English	52
Geography	52
History	52
Mathematics	52
Modern Languages	52
Music	52
Pastoral	52
Religious Education	52
Science	52
Speech and Drama	52
Technical Studies	52
Other than by Subjects	52

Preparatory Schools	53
Headships	53
Deputy Headships Senior Masters/Mistresses	53
English	53
Mathematics	53
Modern Languages	53
Music	53
Pastoral	53
Physical Education	53
Science	53
Other than by Subjects	53
Colleges of Further Education	53
Directors and Principals	53
Other Appointments	53
Colleges and Departments of Art	54
Other Appointments	54
Universities	54
Fellowships	54
Studentships and Research Awards	55
Colleges of Higher Education	55
Directors and Principals	55
Other Appointments	55

Colleges of Education	55
Heads of Department	55
Adult Education	55
Youth and Community Service	56
Overseas Appointments	56
Administration	58
Local Education Authority	58
Educational Psychologists	58
Examiners	58
Ancillary Services	58
Miscellaneous	58
Outdoor Education	58
English as a Foreign Language	58

Appointments wanted

Other classifications

Educational Courses	58
Awards and Scholarships	58
Tenders	58
Personal Announcements	58
Exhibitions	58
For Sale and Wanted	58
Holidays and Accommodation	58
Home Exchange	58
Holidays	58
Properties for Sale and wanted	58

Nursery Education

Headships

BIRMINGHAM
EDUCATION DEPARTMENT
NURSERY SECTION
ADDRESS: NURSERY SCHOOL, ADDERLEY ROAD, B1 1HT

The post of HEAD TEACHER is vacant at this school for a child aged 2 to 4 years. The successful candidate will be responsible for the school's nursery education and will be expected to provide a high standard of education and care for the children. The successful candidate will be expected to have a minimum of 5 years' experience in a similar post and to hold a relevant qualification. Applications should be sent to the Director of Education, City of Birmingham, 100, Broad Street, Birmingham B1 2HT, by Friday, 12th December 1980.

MARSH HILL NURSERY
275 MARSH HILL RD, B23 7HQ
Group 1

Due to the retirement of the present Head, the post of HEAD TEACHER is vacant at this school for a child aged 2 to 4 years. The successful candidate will be responsible for the school's nursery education and will be expected to provide a high standard of education and care for the children. The successful candidate will be expected to have a minimum of 5 years' experience in a similar post and to hold a relevant qualification. Applications should be sent to the Director of Education, City of Birmingham, 100, Broad Street, Birmingham B1 2HT, by Friday, 12th December 1980.

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The post of HEAD TEACHER is vacant at this school for a child aged 2 to 4 years. The successful candidate will be responsible for the school's nursery education and will be expected to provide a high standard of education and care for the children. The successful candidate will be expected to have a minimum of 5 years' experience in a similar post and to hold a relevant qualification. Applications should be sent to the Director of Education, City of Birmingham, 100, Broad Street, Birmingham B1 2HT, by Friday, 12th December 1980.

BIRMINGHAM
EDUCATION DEPARTMENT
NURSERY SECTION
ADDRESS: NURSERY SCHOOL, ADDERLEY ROAD, B1 1HT

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Ealing

EDUCATION SERVICE

ST SAVIOUR'S CE FIRST SCHOOL
The Grove, Ealing, London W5

HEAD-Group 5

The Governors invite applications from suitably qualified and experienced teachers for the post of Head to take up appointment for April 1981. Applicants should be practising communicants of the Church of England and should note that there is a weekly mass in the school. London Allowance £758. Assistance towards relocation expenses may be available. Application forms (S.A.E.) obtainable from and returnable to the Chairman of Governors, Reverend A. P. Corle, The Clergy House, The Grove, Ealing, London W5, to be returned within two weeks of the appearance of this advertisement.

Deputy Headships Senior Masters/Mistresses

SUNDERLAND
EDUCATION DEPARTMENT
NURSERY SECTION
ADDRESS: NURSERY SCHOOL, ADDERLEY ROAD, B1 1HT

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Primary Education

Headships

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EDUCATION DEPARTMENT
NURSERY SECTION
ADDRESS: NURSERY SCHOOL, ADDERLEY ROAD, B1 1HT

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Deputy Headships Senior Masters/Mistresses

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Primary Education

Headships

BIRMINGHAM
EDUCATION DEPARTMENT
NURSERY SECTION
ADDRESS: NURSERY SCHOOL, ADDERLEY ROAD, B1 1HT

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LANGTONS INFANTS SCHOOL (Roll 251)
Welland Avenue, Hornchurch, RM11 5SB.

HEADTEACHER

Required Summer Term 1981 for this group 4, 3 form entry Infants School.

PARKLANDS INFANTS SCHOOL (Roll 296)
Havering Road, Romford, RM1 4QX

HEADTEACHER

Required Summer Term 1981 for this Group 5, 3 form entry Infants School.

In both cases further details are available from (S.A.E.) please. The Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. There is a scheme for removal expenses—details on request. Closing date: Friday 12th December 1980.

Head teacher Group 4

Cheam C of E Junior Boys' School
Malden Road, Cheam, Surrey

Applications are invited from communicant members of the Church of England for the post of Head Teacher of this aided status school, to commence duties on 27 April 1981. Vacancy due to retirement of the Rev. J. Gilbert. There are about 200 boys on roll. The governors wish to maintain the strong connection between the School and the Parish Church, which is of a catholic tradition.

Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date: 16 December 1980.

London Borough of Sutton

ilea

INNER LONDON EDUCATION AUTHORITY

For Teaching Posts
In The
Inner London Area

See page 46

Bedfordshire Education Service

Headships

Whitehead, V.A. Lower School
GROUP 4

From April 1981. Estimated number on roll, January 1981, 121 children aged between 5 and 9 years, plus a forty-place nursery unit. Applications are invited from suitably qualified teachers who are active communicant members of the Church of England.

Rothsay Nursery School
GROUP 2

From April 1981. Applications are invited for the Headship of this 80 place Nursery School. Closing date: 12 December 1980.

Application forms and further details obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

Bedfordshire

LEICESTERSHIRE

LEICESTERSHIRE
(CITY OF LEICESTER)
HEADSHIP—Group 3

HEAD required August. Approximately 135 on roll. Details on request (S.A.E.).

Apply two forms with full curriculum vitae and three references to the Director of Education, County Hall, Leicester LE1 1BB, by Friday, 12th December 1980.

NEWTHAM
(London Borough of)

EDITH KERRISON NURSERY
School
Bosnia Road, London E16 3PH
Head Teacher: Mrs. J. S. Braw
Number on roll: 90 full-time equivalent places

HEAD TEACHER, Group 3 required Summer 1981.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for this Group 3 school. The successful candidate will be responsible for the school's nursery education and will be expected to provide a high standard of education and care for the children. The successful candidate will be expected to have a minimum of 5 years' experience in a similar post and to hold a relevant qualification. Applications should be sent to the Director of Education, City of Birmingham, 100, Broad Street, Birmingham B1 2HT, by Friday, 12th December 1980.

LANCASHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNCIL CHAMBERS, ARNOLD ROAD, BOLTON

Headship vacancy at the post of HEAD TEACHER for Group 3, 100 on roll, plus 100 part-time places. The successful candidate will be responsible for the school's nursery education and will be expected to provide a high standard of education and care for the children. The successful candidate will be expected to have a minimum of 5 years' experience in a similar post and to hold a relevant qualification. Applications should be sent to the Director of Education, City of Birmingham, 100, Broad Street, Birmingham B1 2HT, by Friday, 12th December 1980.

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COUNTY COUNCIL
EDUCATION DEPARTMENT
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SHROPSHIRE EDUCATION COMMITTEE

HIGHLEY COUNTY PRIMARY SCHOOL
BRIDGNORTH, SHROPSHIRE

Headship Group 5

The Headship of this Group 5 Primary School will be vacant from April or September, 1981. Application forms and further details (send S.A.E.) to: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND, to whom they should be returned by Friday, December 19, 1980.

The Borough is within easy reach of Central London and is bordered by Epping Forest.

Headteachers

Vacancies due to retirement of present post-holders.

GROUP 7 SCHOOL
Newport Junior School
Newport Road, London E10 6PJ
Salary from £10,587 to £11,916 plus Social Priority Allowance and Outer London Allowance. Anticipated roll—May 1981—430 approximately.

GROUP 8 SCHOOL
Mayville Junior School
Mayville Road, London E11 4PJ
Salary from £10,254 to £11,283 plus Social Priority Allowance and Outer London Allowance. Anticipated roll—May 1981—280 approximately.

GROUP 5 SCHOOL
Church Mead Infants' School
Grange Road, London E10 5JD
Salary from £9,578 to £10,593, plus Social Priority Allowance and Outer London Allowance. Anticipated roll—May 1981—280 approximately.

Deputy Head Teacher
Honey Maynard Junior School
Addison Road, London E17 9LT
Head Teacher, Mr. G. Flyn.
Vacancy due to promotion of present Post-holder.

GROUP 7 SCHOOL
Barnham Junior School
Barnham Road, London E10 5JD
Salary from £10,254 to £11,283 plus Social Priority Allowance and Outer London Allowance. Anticipated roll—May 1981—280 approximately.

Deputy Head Teacher
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WARWICKSHIRE

WARWICKSHIRE
(CITY OF WARWICK)
HEADSHIP—Group 3

HEAD required August. Approximately 135 on roll. Details on request (S.A.E.).

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NEWTHAM
(London Borough of)

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School
Bosnia Road, London E16 3PH
Head Teacher: Mrs. J. S. Braw
Number on roll: 90 full-time equivalent places

HEAD TEACHER, Group 3 required Summer 1981.

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LANCASHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNCIL CHAMBERS, ARNOLD ROAD, BOLTON

Headship vacancy at the post of HEAD TEACHER for Group 3, 100 on roll, plus 100 part-time places. The successful candidate will be responsible for the school's nursery education and will be expected to provide a high standard of education and care for the children. The successful candidate will be expected to have a minimum of 5 years' experience in a similar post and to hold a relevant qualification. Applications should be sent to the Director of Education, City of Birmingham, 100, Broad Street, Birmingham B1 2HT, by Friday, 12th December 1980.

LEICESTERSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNCIL CHAMBERS, ARNOLD ROAD, BOLTON

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SHROPSHIRE EDUCATION COMMITTEE

HIGHLEY COUNTY PRIMARY SCHOOL
BRIDGNORTH, SHROPSHIRE

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Head Teacher, Mr. G. Flyn.
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Addison Road, London E17 9LT
Head Teacher, Mr. G. Flyn.
Vacancy due to promotion of present Post-holder.

Headships

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:

Fear Tree Infant School, Derby
Group 5 SPA NOR 300

Fear Tree Junior School, Derby
Group 6 SPA NOR 425

Newhall Junior School, Swadincote.
Group 7 SPA NOR 480

Closing date 22nd December 1980

Application forms and particulars for the above posts (S.A.E. for leaflet, please

Central Regional Council

EDUCATION DEPARTMENT

Assistant Rector (Admin)

Larbert High School, Larbert (telephone Larbert 4233)
Responsibility Payment £3,387

Further details are available from the Rector of the School.

Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Strirling, to whom they should be returned not later than Monday, December 15, 1980.

STRATHCLYDE REGIONAL COUNCIL

GLASGOW Sub-Region EDUCATION DEPARTMENT

Urban Aid Appointments
Priesthill/Nithill Initiative
(Leisure & Recreation)

These posts are funded under the Urban Aid Programme and are temporary for the duration of the Project.

TEAM LEADER

Salary Scale—G.E.W.—£5,427-£7,077.
Applicants must have the Diploma in Youth and Community Studies. Ref. G3081.

ACTIVITY LEADERS (3 posts)

Salary Scale—A.P.I.—£4,366-£5,268.
Applicants should have qualifications/experience in some aspect of community leisure/arts or sports/social education. Ref. G3080.

Successful applicants, for all posts, will be attending to the leisure and recreational needs of the young unemployed in the Priesthill/Nithill area.

Application forms may be obtained from The Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House (S), India Street, Glasgow G2 7LQ, to whom completed forms, with supporting references, should be sent by 4.30 p.m. on December 15, 1980.

Shetland Islands Council Department of Leisure and Recreation

Post of

Senior Community Worker

Interested in—
RURAL COMMUNITIES?
THE VOLUNTARY SECTOR?
TEAM LEADERSHIP?

If you have—
COMMUNITY WORK QUALIFICATIONS
TEAM WORK EXPERIENCE

You could be our next SENIOR COMMUNITY WORKER heading up a small team of Area Community Workers in an island community recently subject to rapid development. The Team is set within the Leisure and Recreation Department of the Shetland Islands Council. The post offers challenge, demands considerable community work experience and will involve extensive travelling in Shetland.

We offer
SALARY—A.P.S. £7,077-£7,731 + Island Allowance (Currently £312) and a Temporary Allowance (Currently £312).

REMOVAL COST—100% loss £50.
HOUSING—Possibility of Council housing to married applicants.

CAR ALLOWANCE—Essential User Car Allowance.
MORTGAGE—A generous Mortgage Interest Subsidy scheme is in operation.

A temporary lodging allowance may be available.
A job description and background information is available from the Personnel Officer, Shetland Islands Council, 42 King Harold Street, Lerwick, Shetland. Tel: Lerwick (0955) 2604.

Closing date for applications, 15th December, 1980.

SHETLAND ISLANDS COUNCIL

Appointments in Scotland

Independent Schools

Science

EDINBURGH
FETTER COLLEGE
GRADUATE IN CHEMISTRY.
See under Independent Schools.

Universities

SCOTLAND
UNIVERSITY OF STirling
EDUCATION
Applications are invited for the post of **RESEARCH FELLOW** in the Department of Education, on a three-year project funded by the Scottish Education Department. This is an exciting and challenging post involving research in the field of education and assessment in the first year. Starting salary is £8,845 net per annum, plus pension after January 1, 1981, as possible. Further particulars and application forms may be obtained from the University of Stirling, Education Department, Stirling FK9 4LA. Telephone 0786 5171. Extension should be returned by Friday, December 12, 1980.

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts.

PRIMARY HEAD TEACHER

Reference B Orwell Primary School, Breich
Reference D Woodmill Primary School, Breich
Responsibility Allowance £1,985
£1,077

ASSISTANT HEAD TEACHER

Reference C Kings Meadow Primary School
Reference B Clevenstone Primary School
£1,470
£2,024 (subject to review)

SECONDARY HEAD TEACHER

Reference D St Mary's Academy (re-advertisement)—
This post will become vacant in August 1981.
£2,047

DEPUTY RECTOR

Reference D Whitburn Academy £4,143

PRINCIPAL TEACHER

Reference B Craigston High School—Outdoor
Education
Reference B Drummond High School—Home
Economics
Reference C St David's High School, Penicuik—
Physics
£2,274
£1,524
£2,088

ASSISTANT PRINCIPAL TEACHER

Reference C Pentlands High School—Mathematics
£1,328

TEACHERS

Reference B Alnwick Park High School—German/French
Reference B Boroughmuir High School—Music
Reference B Currie High School—Physics
Reference D Inverleith Community
Technical Education
Reference A North Berwick High School—Home Economics
Reference D Our Lady's High School,
Penzance—Technical Education
Reference C Pentlands High School—Home Economics
Reference C Penicuik High School—Technical Education
Reference A Penicuik High School—English
Reference D St. Kentigern's Academy,
Glasgow—Chemistry
Technical Education
Reference D Whitburn Academy—Chemistry

Housing may be available for posts in the West Lothian Division. Further information may be obtained from the Divisional Education Officer.

Salaries will be in accordance with the current Scottish Teachers' Salary Scales.

A special payment of £281 per annum (subject to review) is made in respect of the ability to do extra work on a seasonal basis completing 10 out of a possible 15 sessions per week (including a maximum of 2 evening sessions).

Candidates should specify for which posts they wish to apply. For posts marked Reference A, Divisional Education Officer, East Lothian Division, Council Buildings, Court Street, Haddington, East Lothian.

For posts marked Reference B, Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 5JJ. (Quote reference 1977).

For posts marked Reference C, Divisional Education Officer, West Lothian Division, 14/81 High Street, Linlithgow, West Lothian.

Closing date for applications is 12 December, 1980.

SPECIAL EDUCATIONAL SERVICES REGIONAL ASSESSMENT CENTRE Howden Road, Edinburgh

TEACHER OF GENERAL SUBJECTS

Applications are invited from registered teachers (primary or secondary) qualified (interested in working with boys and girls of a fairly wide range of age and ability who have appeared before Children's Hearings and who are resident at the Centre for varying lengths of time).

Experience of remedial work would be an advantage. Salary will be in accordance with the current Scottish Teachers' Salary Scales. In addition the following allowances may also be payable—

Remedial Allowance £182
Remedial Qualification Allowance £215
Assessment Centre Allowance £281

Further information and application forms for the above post may be obtained from the Divisional Education Officer, Division 2, Personnel Section, 40 Torphichen Street, Edinburgh EH3 5JJ. Closing date for applications is 12 December, 1980.

ADVISORY SERVICE DIVISION HEAD OF DEPARTMENT

THEATRE ARTS CENTRE,
Delft Street, Edinburgh.

Applications are invited from suitably qualified teachers for the above post. The successful applicant will be responsible for the running of the Centre which offers courses to school leavers and resource facilities to teachers. Salary will be in accordance with the current Scottish Teachers' Salary Scales. Responsibility Allowance £1,267 per annum.

Application forms may be obtained from the Divisional Education Officer, Division 2, Personnel Section, 40 Torphichen Street, Edinburgh EH3 5JJ. Closing date for applications is 12 December, 1980.

COMMUNITY EDUCATION SERVICE COMMUNITY EDUCATION DEPUTY HEAD TEACHER

THE ROYAL HIGH SCHOOL,
Edinburgh.

This is a part-time post which involves assisting the Community Education Head Teacher to promote, organise and administer the community education service at the Centre. Salary will be in accordance with the scale for Community Education Head Teachers Service Conditions Committee.

Application forms may be obtained from the Divisional Education Officer, Division 2, Personnel Section, 40 Torphichen Street, Edinburgh EH3 5JJ. Closing date for applications is 12 December, 1980.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL EDUCATION DEPARTMENT

TEACHERS

Applications are invited from suitably qualified registered teachers for the undernoted posts:

SECONDARY PROMOTED POST

**** DEPUTE RECTOR**

Douglas Ewart High School
Newton Stewart

Douglas Ewart High School is a six-year school with a roll of 1,058.

Responsibility Element of Salary £3,621.

OTHER POST

TEACHER OF PHYSICS
Lockerbie Academy

Six-year school—roll 1,040.

PRIMARY PROMOTED POST

**** HEAD TEACHER**

Garlieston Primary School
Newton Stewart

Garlieston Primary School is a two-teacher unit situated 15 miles south of Newton Stewart. Roll 41. A schoolhouse is available with this post.

Responsibility Element of Salary £1,077.

Application forms, together with further information, may be obtained from the Director of Education, 30 Edinburgh Road, Dumfries, or, for the posts marked **, from the Area Education Office, 10 Market Street, Stranraer.

Completed application forms should be returned to the appropriate office by December 15, 1980.

CLASSIFIED ADVERTISEMENTS

The charge for advertising in all classifications of the Classified Advertisements is £1.20 per line

Minimum 3 lines.
Display in classified advertisements
£7.00 per single column cm (minimum
space 9.5 cm double column at
£133.00).

A charge of £2.00 is made
for Box Number facilities

Advertisements should reach

THE TIMES EDUCATIONAL SUPPLEMENT

New Printing House Square, London WC1X 8EZ
by Monday for the following Friday's issue

The TES Goes To Work

THE TES NOW PROVIDES ON ITS
"SCHOOL TO WORK" PAGE
EACH WEEK, SPECIALIST NEWS
COVERAGE OF THE DEVELOPING
—AND CONTROVERSIAL—
RELATIONSHIP BETWEEN
EDUCATION AND INDUSTRY AND
THE TRANSITION FROM SCHOOL
TO WORK.

Industry and education need to know
about each other. They also need to
keep tabs on the rapidly growing
activities of the agencies and
organizations, public and voluntary, that
deal with young people.

The "School to Work" page
supplements the attention being paid
throughout the paper to the needs and
interest of industrial trainers, careers
specialists, youth workers, and all those
concerned with equipping the young for
a full adult role.

The Times Educational Supplement's
coverage of education has always been
broad, and it has regarded industrial
training and youth affairs as part of its
field. In the past two years the growing
national and professional concern has
been reflected in the increased space and
prominence given throughout the paper
to these matters. The most important
developments and initiatives by central
government and others, such as the new
national programme for school leavers,
are often disclosed or foreshadowed in
the TES before you can learn about
them from any other source.

TES—The weekly for news about
education at all levels—including
vocational training.

From newsagents on Fridays price 35p.

THE TIMES Educational Supplement

Special Education

Headships

CUMBRIA
COUNTY COUNCIL
HARRINGTON SCHOOL
Harrington, Cumbria. Tel: 0524 5111. 2-10
years, mixed, day school, a HEAD
TEACHER for 1981-82, a HEAD
TEACHER for 1982-83, a HEAD
TEACHER for 1983-84. The school
has a reputation for high standards
and a wide range of facilities.
Further details and application
forms available from the Director
of Education, 1, Portland Square,
Carlisle. Closing date 17th May,
December 12, 1980.

DEVOY
See black advertisement on page 41

HAMPSHIRE
LITTLE STANHAM SCHOOL
Little Stanham, Hampshire. Tel: 01256 5111. 2-10
years, mixed, day school, a HEAD
TEACHER for 1981-82, a HEAD
TEACHER for 1982-83, a HEAD
TEACHER for 1983-84. The school
has a reputation for high standards
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of Education, 1, Portland Square,
Carlisle. Closing date 17th May,
December 12, 1980.

LEICESTERSHIRE
COUNTY COUNCIL
FOUNTAIN WAY SCHOOL, E.S.N. (S)
Leicester. Tel: 0533 5111. 2-10
years, mixed, day school, a HEAD
TEACHER for 1981-82, a HEAD
TEACHER for 1982-83, a HEAD
TEACHER for 1983-84. The school
has a reputation for high standards
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